

# CITY ACADEMY NORWICH

## Behaviour for learning Policy and Principles

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## BEHAVIOUR FOR LEARNING POLICY AND PRINCIPLES

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## **1. Policy Statement**

The aim of this policy is to develop a learning environment which engenders maximum pupil progress and respect for all.

The purpose of this policy is to recognise and reward positive behaviour whilst poor behaviour is tackled with a combination of intervention and sanctions. It will ensure that all members of the academy community are able to safely engage with all activities required by the Academy without disruption from poor behaviour.

All sections of the policy will be implemented with particular consideration for any disabilities, SEN, vulnerabilities, racial and/or cultural backgrounds pupils have, with reasonable adaptations to account for their particular needs. This will be recognised in terms of the support a student receives in order to prevent breaches of the policy.

## **2. Policy Aims and Objectives**

The following principles will be followed in the implementation of this policy:

- a positive approach should be used wherever possible
- self-esteem, trust and rapport will be built between staff and pupils
- there are clear rules and expectations
- there is consistent use and support of the behaviour policy by all
- all who work in the academy model appropriate behaviour
- the behaviour is separated from the student
- there is a clear and transparent system of rewards and consequences
- there are roles and responsibilities for all, including parents
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## **3. Behaviour for learning expectations:**

It is expected that members of the academy community will be in the right place, at the right time, doing the right thing.

In implementing this policy, staff will remain calm, focus on the behaviour not the student and emphasise the importance of student progress.

Pupils will engage with staff in a positive manner and follow the academy rules.

Parents will support the academy in their endeavours to ensure a positive learning environment and the enforcement of relevant rules.

## **4. Rewards**

Rewards will be used to recognise all positive contributions to the academy. They include giving House points, sending home postcards, Headteacher's certificates, Celebration assemblies and every term there is a rewards based activity. The criteria for the rewards based activity always includes a positive attitude to attendance, behaviour and contribution to the wider life of the academy. The purpose is to encourage further positive behaviours.

## **5. Sanctions available to staff:**

All behaviour for learning sanctions will be delivered in a staged approach.

The Academy will use a variety of sanctions in order to support staff to maintain discipline.

As can be seen in the behaviour for learning protocol document, teaching staff are responsible for discipline within their own classrooms. Sanctions available to them include:

- verbal warning
- change seating plan
- additional work or repeating work until it is of an acceptable standard
- Setting written tasks
- Detentions
- Placed 'on report'
- 'Community Service' such as litter picking or tidying the classroom.

Staff are expected to use these sanctions in conjunction with positive behaviour management strategies, and in a proportionate and considered manner. It will always be the behaviour which is sanctioned rather than the student.

In the event that these strategies do not have the desired effect, a student may be sent to C4, staffed by the Leader of Department. This is seen as a period of reflection. There will then be a restorative conversation held at the end of the academy day. If behaviour escalates a C5 may be issued by a member of the Senior Leadership team and the student is taken to the C5 room to complete work in isolation. Behaviour escalating from a C5 will result in a C6 or fixed term exclusion (see exclusion policy).

If the breach of the Academy Behaviour Policy is serious or persistent, the pupil may receive a further sanction, as above, but including the options for exclusion outlined later in the policy.

It is Academy policy to involve parents in the process as regularly as possible, and the teacher will make a call home when a student has been sent to C4.

## **6. Bullying**

"Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Stopping violence and ensuring immediate physical safety is obviously a academy's first priority but emotional bullying can be more damaging than physical; teachers and academy's have to make their own judgements about each specific case.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online. Low-level disruption and the use of offensive language can in itself have a significant impact on

its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating."

*Preventing and Tackling Bullying: Advice for Headteachers, staff and governing bodies, (DfE: July 2017)*

The Academy will always act quickly to address situations where bullying occurs. Tutors and teachers will be mindful of their responsibility to monitor and act upon situations where bullying may develop and act to prevent this happening. Potential issues will be addressed through tutor time, PSHE days, events, projects and assemblies. This is underlined by the expectation that all members of the academy community will treat each other with respect.

In the event that bullying occurs, this will be treated as a breach of the academy behaviour policy and will be treated as such.

The academy will regularly talk to parents to gather their views on bullying, in particular when an incident arises, and is resolved but there will also be opportunity during review days.

Bullying which takes place off site but has an impact on the smooth operation of the academy, or the well-being of members of the academy community, will also be considered a breach of this policy and treated as such. This applies to all forms of bullying, including cyber-bullying.

## **7. Items Banned in Academy:**

In order to promote the safety of all members of the academy community of following items are 'Prohibited' (Section 550ZB(5) of the Education Act 1996) and are banned within our Academy.

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarettes papers
- fireworks
- pornographic images
- any article that a member of staff reasonably suspects has been or is likely to be used to commit an offence
- any article that a member of staff reasonably suspects has been used to cause personal injury to or damage to property of any person (including the pupil).

The Academy has also banned:

- Catapults
- Laser pointers
- Electronic Cigarettes
- Fizzy drinks – including 'energy drinks'
- Chewing/bubble gum
- Sweets/confectionary (except as an addition to a full, healthy meal – e.g. a chocolate biscuit as a desert).

According to Department for Education advice (January 2018) the following procedures are permitted:

### Confiscation

Academy staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to academy discipline. They will be either disposed of or passed to the police as appropriate. We cannot return them to the pupil.

### Searching with Consent

Any member of staff may search a pupil if they have their consent. A pupil has given their consent if any member of staff asks them to turn out their pockets, or look in their bag or locker, and the pupil agrees. If a pupil refuses the request, this is considered the same as refusing to attend detention or cease other unacceptable behaviour and will be treated as such.

### Searching without Consent

In the event that a member of staff has reasonable cause to believe a search is necessary, this may be carried out, without consent, when given authorisation from the Headteacher or by any member of the academy leadership team. Staff who can carry out a search given the above authorisation are Progress Leaders, Leaders of Department and members of the Senior Leadership Team. A search should have two members of staff present, except in exceptional circumstances. Any member of staff carrying out a search without consent must have read and understood the latest government guidance on searching, screening and confiscation (January 2018). They are not obliged to carry out the search.

A search without consent can be carried out of possessions, outer clothing, (hats, coats, shoes, gloves and scarves), and pockets. Any intimate search **must** be carried out by a person with more extensive powers in this area – eg a police officer – **not** a member of academy staff.

## **8. Physical Handling**

The Department for education advice to academies (July 2013) states that academies may use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow instruction to do so;
- prevent a pupil behaving in a way that disrupts a academy event or a academy 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;
- restrain a pupil at risk of harming themselves through physical outbursts.

Academies cannot:

- use force as a punishment -- it always unlawful to use force as a punishment.

Should it be necessary to implement any physical handling as a result of behaviour, staff are all aware that they should contact Principalship Learning Presence (PLP) to ask for support. They are also aware that they should not put themselves in the path of a student exiting a

classroom or physically remove a student from a classroom. Any incident where physical handling has occurred must be investigated by the Senior Leader on duty and reported to the Headteacher. All senior leaders will have Norfolk Steps de-escalation training.

## **9. Low Level Disruption:**

Low-level disruption has a particularly detrimental impact on the life chances of pupils. It is important that the learning taking place in academy is not disrupted by repeated distractions from other pupils. The Academy defines low-level disruption as any behaviour which prevents learning from taking place. This includes:

- talking unnecessarily or chatting
- calling out without permission
- being slow to start work or follow instructions
- not completing work
  
- not responding to marking
- showing a lack of respect for each other and staff
- not having the right equipment
- wearing incorrect uniform
- using mobile devices inappropriately

Staff will be supported to consistently implement these expectations by high profile senior and middle leaders.

## **10. Malicious allegations against academy staff:**

All allegations made against academy staff will be fully investigated promptly in line with the statutory guidance to academies and colleges 'Keeping children safe in education', (September 2018).

Malicious allegations made against academy staff are considered to be a breach of the behaviour policy. The term 'malicious allegation' is defined by the Department for Education (September 2018) as a situation where there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive. The document goes on to state that:

"If an allegation is determined to be unsubstantiated or malicious, the designated officer(s) should refer the matter to the children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else. If an allegation is shown to be deliberately invented or malicious, the headteacher, principal or proprietor should consider whether any disciplinary action is appropriate against the pupil or student who made it; or whether the police should be asked to consider if action might be appropriate against the person responsible, even if he or she were not a pupil or student."

DfE (September 2018)

The academy will always act accordingly, which may include fixed term or permanent exclusion.

## **11. Exclusions:**

Exclusions involve a pupil being removed from the main student body and/or Academy building as a result of breaching the behaviour policy. There are three types of exclusion.

1. Internal exclusion -- used as a result of persistent or serious breach of the behaviour policy.
2. Fixed term exclusion -- used in response to a more serious breach, or further persistent breaches of the academy behaviour policy.
3. Permanent exclusion -- a sanction used in response to a serious breach, or persistent breaches, of the academy behaviour policy; and where allowing the pupil to remain in academy would seriously harm the education or welfare of the pupil or others in the academy.

The decision to exclude a student can only be made by the Headteacher, and only on disciplinary grounds. Any incidents requiring exclusion will be fully investigated and reported to the Headteacher to allow a decision to be made. Parents will be notified immediately. After a period of external exclusion the parent/carer and pupil must attend a reintegration meeting with an appropriate member of staff.

The response of the academy to repeated and persistent breaches of the behaviour policy for the same reason will increase over incidences, for example the first offence may attract a single day fixed term exclusion. A repetition would lead to a two day fixed term exclusion and so on. In the event that a sustained effort is demonstrated by the young person to reduce the instances of exclusion, the Academy reserves the right to re-set the exclusions, allowing this to be taken into account. An example would be a student who had four fixed term exclusions and on return to academy engaged fully with the reintegration programme and support offered, resulting in a reduction in behaviour instances. A subsequent infringement requiring fixed term exclusion will take these efforts into account and would not result in a 5 day exclusion automatically.

**Please also see Exclusions Policy.**

## **12. Support for Students:**

The academy 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 students.

The academy's special educational needs co-ordinator will evaluate a student 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.

Any pupil who is not able to abide by the Academy behaviour policy will receive bespoke intervention in order to support them in doing so in the future. This will be delivered through the pastoral teams, Leaders of Progress and form tutors; the Academy Alternative Provision team and other agencies directly involved with the academy, such as Ormiston Children and Families, the Mancroft Advice Project amongst others.

## **13. Support for Parents:**

Academy staff will support parents/carers in the implementation of clear boundaries and expectations. In addition, the Academy will offer parents parenting support from relevant

agencies, in particular the Ormiston Children and Families group. Parents may also self-refer or be referred by other agencies.

#### **14. Support for staff:**

Staff will be supported to implement and develop positive behaviour strategies across the whole curriculum. Regular CPD will promote discussion and implementation of strategies (taking place in briefings as well as staff development days), individual support will be available from senior and middle leaders as required and there will be a leader on duty at all times to support staff as required.

## **Appendix 1: Written Statement of Behaviour for learning principles**

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the academy and pupils' home life
- The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.