



# Behaviour Policy

<b>Policy No:</b>	3	<b>Review period:</b>	Annual	<b>Last reviewed:</b>	September 2018
<b>Person responsible:</b>	Assistant Principal- Behaviour			<b>Reviewer:</b>	Principal

## **Introduction**

This document fulfils the requirements for a school behaviour policy as laid down by sections 2 and 3 of the Education Act 1997, section 175 of the Education Act 2002, Education (Independent School Standards) England 2014 and has been further updated and reviewed to incorporate sections 88 to 96 of the Education and Inspections Act 2006 taking into account the Steer and Taylor Reports on Pupil Behaviour and expectations of staff and pupils.

It is posted on the Academy website in line with School Information (England) Regulations 2008.

Plympton Academy is dedicated to ensuring that our Academy environment supports learning and the wellbeing of students and staff through a strong sense of community cohesion.

Cooperation, support, and respect are the foundations of our community and we work hard to provide a safe Academy where students feel included in every aspect of Academy life and comfortable to voice their opinions.

This policy outlines what we expect from all our students in terms of their behaviour, and the sanctions that will be enforced if this policy is not adhered to. It extends to all members of our Academy community and is written in line with our Governing Body's statement of behaviour principles. Good behaviour and self-discipline have strong links to effective learning, and are vital for students to carry with them both during and after their Academy years.

## **1. Aims**

The aims of this policy are to:

- Promote good behaviour, self-discipline and respect
- Prevent bullying (see Anti-bullying and Harassment Policy)
- Ensure that pupils complete assigned work
- Regulate the conduct of pupils.

Plympton Academy believes that all students should be aware of the standards of behaviour that are expected of them, and takes responsibility for promoting these standards. We hope that by encouraging positive behaviour patterns we can promote good relationships throughout the Academy built on trust and understanding, and that through the use of this policy we can support all of our students in developing a high level of social awareness. Our aim is to ensure that all our students leave the Academy with the key skills they need to fulfil their potential in all areas of life.

## **Culture of the academy**

We believe in inspiring a culture of success for all. In our Academy, individuals are equipped to take pride in their achievements and pursue their dreams. Plympton Academy is the cornerstone of a thriving community that is stronger through collaboration. We foster innovation and promote opportunity, creating resilient learners with a love of challenge.

### **Five Core Principles**

**Teaching and learning:** Students love the challenge of learning and are resilient to failure

**Leadership:** Leaders inspire a culture of success for all

**Community:** We are the cornerstone of a thriving community that is stronger through collaboration

**Learning environment:** A learning setting that stimulates, fosters innovation and promotes opportunities

**The Person:** Individuals are equipped to achieve their dreams and take pride in their success

## **2. Standards of behaviour**

### **2.1 Academy**

The Academy understands that the first step to modelling good behaviour is to lead by example, which means that all staff, volunteers, and anyone else who comes to the Academy must act responsibly and professionally, and will never denigrate students or colleagues. We work hard to ensure that discipline is consistent across the Academy so that behaviour boundaries and sanctions are clear to all and are applied fairly, proportionately, and without discrimination, taking into account SEN needs and disabilities as well as the additional challenges that some vulnerable students may face. Staff are trained to deal with behavioural strategies as part of their continual professional development, and are well informed of the extent of their disciplinary authority.

We work with parents to understand their children and their behaviour and believe that in conjunction with behaviour boundaries and sanctions, good support systems, praise, and rewards for good behaviour are an important part of building an effective learning community. The Academy will report behaviour, good or bad, to parents regularly. We encourage parents to communicate with the Academy if they have a concern about their child's behaviour, and we will do as much as is possible to support parents as and when

they need it. We promote good behaviour within the Academy curriculum and reminders of Academy rules and expected standards of behaviour are posted on classroom notice boards and situated around the Academy.

Staff are a constant presence around the Academy, in-between classes, during breaks in the Academy day, and at lunch times, to check that students are using the Academy grounds respectfully and behaving safely and appropriately.

We recognise that where individual students are engaging in continuing disruptive behaviour this can be as a result of unmet SEND or mental health needs. If such needs are identified we will do all we can to ensure that the student receives appropriate support.

The Academy is committed to embedding the guidance as set out by the The Equality and Human Rights Commission (EHRC) on the duty of our staff to make reasonable adjustments for our pupils with identified SEND or particular learning needs.

The factors that are likely to be taken into account when deciding what adjustments can be made are:

- Its resources and the availability of financial or other assistance
- The extent to which taking any particular step would be effective in overcoming the substantial disadvantage suffered by a disabled pupil
- The effect of the disability on the individual
- Health and safety requirements
- The interests of other pupils and prospective pupils

The academy also recognises that the behaviour system must be, at times, suitably flexible to cater for the wide ranging needs of our students. Staff are committed to 'Pivotal educations' values around working with our young people as individuals using integrity, empowerment and ownership & accountability.

The Academy will take all reasonable measures to ensure the safety and wellbeing of all students and staff and this includes protection from bullying. We aim to combat bullying and other harmful behaviour using, amongst others, preventative strategies through the active development of students' social, emotional and behavioural skills. For more information, see section 4 of this policy and the Academy's **Anti-Bullying Policy**.

Classroom expectations

The following is a supplement to ensure all staff are aware of what is acceptable behaviour.

1. Staff are asked to be at the classroom before their students arrive whenever possible.
2. Students should be on time for lessons. Reasons for lateness should be checked with students at an appropriate time during the lesson.

3. Students should be orderly when waiting to enter a classroom. Staff passing through corridors should expect students waiting for another teacher to be behaving appropriately and intervene if necessary.
4. Students should be greeted as they enter a classroom, doing so in an appropriate, orderly manner, ready for learning. They should sit in their seats, remove coats and get out their equipment for the lesson including planners on desk. There should be silence for the teacher to take the register and introduce the starter for 10.
5. There is an expectation that all staff will take a register in every lesson and in silence.
6. Staff are asked to get to know the name of every student they teach as quickly as possible. Seating plans are mandatory and should be available to share upon request.
8. Whenever possible, praise and encouragement should be used. This ranges from lots of verbal praise, awarding Class chart 'Reward' points, making contact with home either through Friday 5 phone calls, direct conversation or sending postcards home etc.
9. Dealing with discipline - see also 'Use of Reasonable Force Policy': Quiet word on a one – to – one basis; a chance to put matters right. Follow the "Consequences" procedure: formal caution, time out, students being removed 'parked' from their current lesson, and the use of SLT who are available 'on call.'
10. Inappropriate language is not acceptable either student to student or student to staff and should not be tolerated.
11. It is not acceptable for students to push each other, trip each other up or interfere with other students' property and such behaviour should not be tolerated.
12. Lessons should have an orderly finish with students listening to the teacher concluding the lesson.
13. Students should leave the classroom in an orderly fashion with staff seeing them out into the corridor whenever possible.

## **2.2 Students**

The Academy expects all of its students to show respect to one another, to Academy staff, and anyone else that they may meet. Incidents of bullying, denigration, or bringing intentional harm to other students or staff will not be tolerated.

Students are ambassadors of our Academy even when not on Academy premises, and we expect them to act accordingly. They are expected to obey Academy rules, listen, follow instructions by staff, and accept and learn from any sanctions that they receive. This extends to any arrangements put in place to support their behaviour, such as reports.

Academy work and homework should be well presented, completed to a high standard, and handed in on time. Failure to hand in work on time will lead to disciplinary sanctions. If students are struggling to meet the requirements of their workload for any reason, they should discuss this initially with their tutor who will work with them to draw up a support plan.

Under no circumstances will illegal or inappropriate items be brought into Academy, and all students will respect and look after the Academy premises and environment. The following behaviour is regarded as completely unacceptable and will result in disciplinary actions and possibly in exclusion, depending on the circumstances.

- verbal abuse to staff and others
- verbal abuse to students
- physical abuse to/attack on staff
- physical abuse to/attack on students
- indecent behaviour
- damage to property
- misuse of illegal drugs
- misuse of other substances
- theft
- serious actual or threatened violence against another student or a member of staff
- sexual abuse or assault
- supplying an illegal drug
- carrying an offensive weapon
- arson
- unacceptable behaviour which has previously been reported and for which Academy sanctions and other interventions have not been successful in modifying the student's behaviour.

## **2.3 Parents**

Parents play a big part in ensuring that their children are responsible for their own behaviour in Academy. Building Academy life into a natural routine – ensuring that your child is at the Academy on time, appropriately dressed, rested, and equipped – will encourage your child to adhere to Academy rules and procedures.

We ask parents to work with the Academy in support of their child's learning, which includes informing the Academy of any special education needs or personal factors that may result in their child displaying unexpected behaviour.

We ask that parents be prepared to attend meetings at the Academy with staff or the Principal to discuss their child's behaviour and to adhere to any contracts put in place.

In the case of exclusions, we ask that parents provide appropriate supervision for their child during the time that they are excluded from Academy and, if invited, to attend a reintegration interview at the Academy with their child.

### **3. Academy rules that apply at all times to all members of the Academy community**

- Always be on time.
- Keep your appearance smart and tidy, and wear regulatory Academy uniform at all times to and from Academy.
- Rude, derogatory, racist or defamatory language will not be tolerated.
- Be considerate of your peers and the extended community. Do not run through hallways and corridors, do not shout out during lessons, or shout to one another in hallways, or when in public places.
- Be polite and respectful at all times. This applies to staff, other students, any visitors to the Academy, and to members of the general public.
- Take care of your environment, both on the Academy site and outside, and keep it tidy. Do not litter and do not vandalise property in any way.
- Unauthorised absence from Academy will not be tolerated.
- Health and safety equipment is only for use in emergency situations and should not be tampered with under any circumstances.
- Disobeying staff is not tolerated.
- The following items are not allowed in Academy under any circumstances:
  - Alcohol and drugs
  - Cigarettes, matches, and lighters
  - Chewing gum
  - Energy drinks
  - Weapons of any kind
  - Material that is inappropriate or illegal for children to have; such as racist or pornographic material
- Gambling is not allowed on Academy property.

#### **3.1 Drugs**

The Academy will not tolerate drug use of any sort on Academy property or during off-site Academy activities. The Academy takes its anti-drugs policy very seriously and will discipline any person found to be in possession of drugs. This includes solvents and any other substance that can be misused or harmful. Students may be permanently excluded if they are found to be involved in drug-related incidents. This includes supplying, possessing, or taking drugs.

#### **Prescription drugs**

Carrying, supplying or taking prescription drugs illegitimately could result in a permanent exclusion.

#### **Non-prescription drugs**

Some over-the-counter drugs can be harmful if misused. We advise that students should not carry these in Academy. If students are taken ill during the Academy day they can see one of our trained first aiders.

#### **Medication**

We are aware that it may be necessary for some students to take medication during the Academy day. Parents should make the Academy aware of this in writing as soon as their child starts taking the medication.

It is expected that parents/carers will normally administer medication to their children at home. No medication will be administered without prior written permission from the parents/carers, including written medical authority if the medicine needs to be altered (e.g. crushing of tablets). A **Request to Administer Medication Form** must be completed. Staff are not legally required to administer medicines or to supervise a child when taking medicine. This is a voluntary role.

### **3.2 Alcohol**

Consuming, carrying or supplying alcohol is strictly prohibited. Any student involved in any alcohol-related activity may be permanently excluded.

**All of these rules also apply when travelling to and from Academy.**

## **4. Bullying**

Plympton Academy wants to make sure that all students feel safe at Academy, and accepted into our Academy community. Our ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of our behaviour policy and will not be tolerated, whether it is a one-off incident or an ongoing campaign.

Bullying can be verbal or physical, and can be directed at both staff and students. The Academy practices a preventative strategy to reduce the chances of bullying, and our anti-bullying policy is instilled in our curriculum and everything we do at the Academy. It is made very clear to students what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in disciplinary action.

If there is an allegation of bullying, the Academy will:

- take it seriously
- act as quickly as possible to establish the facts
- record and report the incident; depending on how serious the case is, it may be reported to the Principal
- provide support and reassurance to the victim
- make it clear to the 'bully' that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and the Academy will make sure that they understand what they have done and the impact of their actions
- ensure that if a sanction is used, it will correlate to the seriousness of the incident and the 'bully' will be told why it is being used
- consider a fixed term exclusion in cases of repeated bullying.

## **5. Disciplinary sanctions**

Section 91 of the Education and Inspections Act 2006 introduced a statutory power for teachers and certain other staff to discipline students. Plympton Academy operates using the following disciplinary measures:

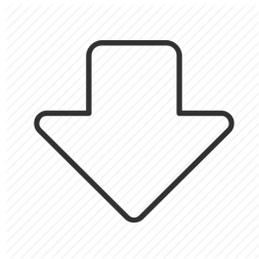
### **5.1 Classroom Behaviour**

Teachers are expected to use the class behaviour system to support discipline in the classrooms and around the Academy. The class behaviour system works on a “three strike” policy:

## **BEHAVIOUR SYSTEM**

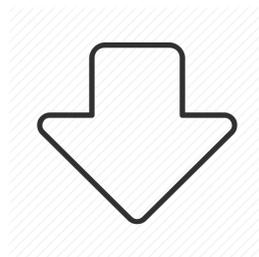
### **Formal Caution**

(a clear verbal caution delivered to the student - ‘think carefully about your next step’)



### **Time-outs**

(2-3 minutes outside of the classroom to reflect on their behaviour)



### **Student is parked and a Detention is issued**

(placed onto the system either during the lesson or in the

## ‘Starter for 10’ at the beginning of the following lesson

Stage	Code
Formal Caution	L1
Time-outs	L2
Student parked	L3
On call	L4

### 5.2 Detentions

At Plympton Academy we are committed to the positive behaviour of all of our students and as such have very high expectations of conduct at all times. Our sanction system is managed through the ‘class charts’ software where parents, students and staff engage daily with sanction and rewards information. Students who have been ‘parked’ from a lesson will receive an hour after school detention on the day of the incident. Parents will be notified via text message and students will leave the school site at 4pm.

Students may also be issued with an ‘Environmental detention’ . This will take the form of a weekly litter pick with HOY around the school site to ‘give back’ to our school community. Students are given these detentions for removing hot food from the canteen, disrespecting classroom and other shared spaces, or eating in and around classrooms and corridors.

### Persistent offenders

A persistent offender is a student who constantly repeats unacceptable behaviour and support mechanisms and sanctions have failed to modify that behaviour. A persistent offender is a student who is unable to conform to the normal accepted standards of behaviour, who is unable to work appropriately in class and is unable to allow others to work in the Academy community.

The Academy is mindful of the difficulties that the offenders themselves may experience, such as poor self-image, however the Academy’s first concern will be the group of students who are adversely affected by the behaviour of the persistent offender. If the needs of the two groups (offenders/peers) cannot be resolved when both are present in the same classroom, the Academy will take steps to resolve the difficulties to the benefit of the majority.

The problems and difficulties encountered by the persistent offender will have been well documented before the stage of persistent offender has been reached.

Initial sanctions will have been tried; parents and outside agencies will be well informed of the problems. Failure to effect an improvement over the period of a school term will lead to specific strategies being employed for persistently disruptive students. This will involve some or all of the following:

- a) Planning meeting with HOY involving parents and outside agencies
- b) Completion of a safeguarding hub enquiry form (SHEF) and resulting action
- c) Short term internal exclusions
- d) Short fixed term exclusions
- e) Longer term exclusions
- f) Permanent exclusion, alternative schooling or a managed move to another school.

### **5.3 Reflection and Isolation**

Students can be placed into Isolation for a range of reasons, often linked to more serious breaches of the Academy expectations of behaviour. Students are expected to work in silence on classwork/independent learning set by the relevant teacher and will finish the day at 4pm.

Students who are placed in reflection are expected to work independently on class/coursework and will be managed by the Inclusion Manager. Time for intervention will be built in with some of these students, particularly those with recognised SEND needs. It may take the form of restorative conversations with staff, an adapted timetable, parental meetings, monitoring report etc.

If students are repeatedly making poor decisions regarding attitude, behaviour and commitment to the agreed Academy sanctions then Late School may be enforced. This process will be managed by the Assistant Principal for behaviour alongside relevant HOY. The day timings will be from 10-5pm or 11 - 6pm.

### **5.4 Report Cards/Conduct cards**

Heads of Year and SLT sometimes monitor student's behaviour, attendance and punctuality using report cards. The report cards will have clear targets for the students to achieve, that will be agreed with parents. Subject teachers will record how the student has behaved during the lesson, and agreed sanctions with the monitoring teacher will be in place for missed lesson feedback/lost cards or failure to meet targets. The cards are the students' responsibility to take to their lessons.

Conduct Cards are issued to each student in the Academy each week. These need to be present/available for inspection at all times. The cards allow staff to issue a 'strike' - a

date/signature against four areas of - Punctuality, Uniform, Appropriate Equipment, Conduct. Students who lose their cards OR who receive 5 strikes in a week, will be issued with an hour long after school detention and will then be issued with a new card.

### **5.5 Fixed Term Exclusion**

The principal may exclude a student for one or more fixed periods not exceeding 45 school days in any one school year. However, individual exclusions should be for the shortest time necessary, bearing in mind that exclusions of more than a day or two make it more difficult for students to reintegrate into the school. Exclusion can only be sanctioned by the Principal or their designated representative. Parents or guardians of students who are to be excluded should be contacted, preferably by telephone, to advise them of the exclusion.

On the day the decision to exclude takes place, the student should be internally excluded for the remainder of the day. If parents cannot be contacted, a formal exclusion letter and an additional letter of explanation should go home with the student and also be posted in a plain envelope. Students whose parents have been contacted should take a copy of the formal exclusion letter home.

It is a legal requirement under the 2006 Education and Inspections Act that a parent should attend a reintegration meeting interview following a Fixed Term Exclusion.

During the period of exclusion the school has a legal obligation to set and mark work for excluded pupils.

If exclusion is for more than 5 days, the Academy has a legal obligation to provide an education for the student on the 6th and subsequent days of the exclusion.

### **5.5 Permanent exclusion**

Only the principal, or acting principal, can exclude a pupil from school. A permanent exclusion will be taken as a last resort.

A decision to exclude a pupil will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, and
- If allowing the pupil to remain in school would seriously harm the education or welfare of others

Before deciding whether to exclude a pupil, either permanently or for a fixed period, the headteacher will:

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked
- Allow the pupil to give their version of events
- Consider if the pupil has special educational needs (SEN)

### **5.6 Dealing with incidents of a serious nature**

Staff should always record incidents of a serious nature. This should include date, time, location and summary of what took place and the names of students and staff present.

The report should also be signed by the member of staff, as should any witness statements which have been taken.

Statements should be taken from all who witness any incidents. It is very important, in the interests of natural justice, that the perpetrator has the opportunity to give a statement before a decision is made on any action to be taken. Asking students to write statements unsupported is only to be used to identify credible witnesses. Students who are credible witnesses should be properly interviewed. All statements from staff and students should be signed and dated. If a student is the victim of poor behaviour by another student, parents of the victim must be informed.

## 5.5 Searching and confiscation

Following guidance set out by the Education and Inspections Act 2006, our members of staff are authorised to use confiscation as a disciplinary sanction if it is lawful. This means that staff may confiscate or seize items in the possession of students that are illegal, or banned by the Academy. It is our first priority to ensure that students are in a safe and secure environment when they are in our care, and any items that may jeopardise the safety of other students or themselves will be taken off students without notice.

A teacher or someone who has lawful control of the child can search a student **with their permission** to look for any item that the Academy's rules say must not be brought into Academy. Principals and other members of staff authorised by them, have the power to search a student **without the student's consent** if they suspect they are in possession of 'prohibited items'. Prohibited items that can be searched for without consent include:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- articles that have been or could be used to commit an offence or cause harm.

The Education Act 2011 allows for staff seizing an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this. Any cigarettes confiscated in Academy will be destroyed.

## 5.6 Use of force

Section 93 of the Education and Inspections Act 2006 enables Academy staff to use such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following:

- committing any offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student);
- causing personal injury to, or damage to the property of, any student (including him or herself); or
- prejudicing the maintenance of good order and discipline at the Academy or among any students receiving education at the Academy, whether during a teaching session or otherwise.

Plympton Academy does not encourage the use of force and it will be used very rarely in special circumstances. There is no definition of when it is reasonable to use force, and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

All staff at the Academy have the authority to use force when reasonable, and this extends to any other person whom the head has given the responsibility to be in charge or in control of the students. Staff can also use this power when they are lawfully in charge of students but off the Academy premises – i.e. on an Academy trip.

Following serious incidents involving the use of force, the Academy will speak to the parents concerned.

Such serious incidents involving the use of force will also be recorded by the Academy.

## **6. Attendance**

Regular attendance at the Academy is required by law, and Plympton Academy takes attendance very seriously. There is a register taken daily and at the start of each lesson, and disciplinary action will be taken against any students who are discovered to be truanting or are repeatedly late. Parents or carers will be contacted to discuss possible reasons and Academy support systems that could help. More information can be found in the Academy's **Attendance Policy**.

The Academy's attendance and welfare Officer (EWO) may also become involved as an integral part of the Academy's pastoral system. The main role of the EWO, is to assist the Academy in promoting good attendance but will also assist parents, students and teaching staff on issues of welfare and promoting positive behaviour.

## **7. Uniform and appearance**

Effective teaching and learning needs proper organisation, and this starts with a smart and tidy appearance which helps to instil discipline and pride in appearance in students, and reduces the risk of distraction in lessons.

Information about the uniform expectations are available in the Student Planner and are on the Academy website.

Academy uniform should be worn by all students in Year 7 through to Year 11. Students who come in repeatedly without the correct Academy uniform will receive a 'Strike' on their conduct card.

## **8. Regulating student's offsite conduct**

Students who are caught or known to have been misbehaving on the way to or from Academy, or near the Academy premises, will be disciplined by the Academy. This also applies to students who break Academy conduct during work experience, Academy trips, or extended Academy activities such as sports events, or any event where poor behaviour might jeopardise the chances of future students participating.

## **9. Rewards and sanctions**

Staff should aim to use more praise than sanctions.

The Academy is working hard to combat the contemporary feeling amongst some of our young people that to be successful and gain praise goes against their culture. The giving of praise is to be used at every opportunity. Staff should take every opportunity to catch students 'doing something good'.

The Academy has a set of rewards and sanctions which can be used by all teaching and support staff. These are clearly displayed in the Academy classrooms.

Plympton Academy believes that it is important to encourage good conduct throughout the Academy by celebrating and rewarding good behaviour. The Academy uses the Class Chart reward system, which engages and helps students to further recognise and achieve, in line with Academy values. Staff award Reward points for the following reasons:

- 100% Attendance
- Clean Conduct Card
- Contribution to lesson
- Demonstrates a desire to learn
- Friday 5 Phone Call
- Head of Year award
- Hot Chocolate Friday Award
- No learning behaviour points
- Outstanding leadership
- Positive contribution to school life
- Shown resilience when faced with a challenge
- Tackled a challenging task
- Understands that effort is the key to success
- Working beyond expected level of attainment
- Working collaboratively to produce excellent work

Class Chart reward points are monitored and managed by students. These points provide a range of rewards dispatched directly to students at the Academy. Parents can

also login and access the rewards, track their child's achievements, read the teachers' feedback and reinforce the good work done at Academy.

## **10. Complaints**

The Academy has a standard complaints procedure. We encourage parents to take any complaints or concerns to a staff member or the Principal, and the Academy will do everything in its power to help resolve conflict or complaints swiftly and effectively. For details of the full complaints procedure see our **Academy Complaints Policy**.