Grace Academy Coventry

Student Behaviour policy

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Authors	
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Contents

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 individuals 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 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
- KCSIE (2021) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1014058/KCSIE_2021_Part_One_September.pdf

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 which 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.

3.1 "The Grace Way"- Values

We encourage all our students to demonstrate "The Grace Way" at all times. "The Grace Way" encompasses all our Academy Values and this guides the Academy's actions which promote positive behaviour and full attendance. Governors, the Academy Leadership Team (ALT) and all our Grace staff adopt a student care model which seeks to create an inclusive, caring learning environment through the five core Christian principles, known as the Grace Academy values:

- Amazing Grace
- Genuine Integrity
- Mutual Respect
- Potential Excellence
- Limitless Potential

We encourage students and staff to adopt "The Grace Way" for learning. These five main principles encourage students to be successful and achieve excellence in their lessons. The five learning behaviours are:

1. We participate
2. We listen
3. We are on time
4. We are prepared
5. We respect our community

If students do not behave in this way during lessons and around the academy then appropriate sanctions are put into place.

4. Definitions

Misbehaviour is defined as:
- 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:
- 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.

Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Vapes
- Imitation weapons
- Tools or multi-tools
- Any article a staff member suspects has been, or is likely to be used,

  to commit an offence, or to cause personal injury or damage to

  property

5. Bullying/Peer on peer abuse

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

Peer on peer abuse includes:

- <u>Emotional bullying</u> – being unfriendly/excluding/tormenting (e.g. hiding books/threatening gestures).
- <u>Physical bullying</u> – pushing/kicking/hitting/punching/any other use of violence.
- <u>Racist bullying</u> – racial taunts/graffiti/gestures.
- <u>Sexual (harassment and violence)</u> – Explicit sexual remarks, sexually abusive comments, display of sexual material, sexual gestures, unwanted physical attention or contact, sharing nude/semi nude images/videos, up skirting, sexual activity without consent, comments about sexual reputation or performance, or inappropriate touching.
- <u>Homophobic bullying</u> – because of or focusing on the issue of sexuality.
- <u>Sectarian bullying</u> – sectarian taunts/graffiti.
- <u>Verbal bullying</u> – name calling/sarcasm/spreading rumours/teasing
- <u>Cyber bullying</u> – all areas of the internet, such as email & social networking. Threats via mobile (texts/calls). Misuse of associated technology i.e. camera/video facilities.
- Initiation/hazing type of violence or rituals

Details of our school's approach to preventing and addressing peer on peer abuse and bullying are set out in our anti-bullying policy.

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. The Principal 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
- Demonstrating the "The Grace Way" through our school values

The Academy Leadership Team and pastoral team will support staff in dealing with and 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
- Meet with relevant staff members to discuss any concerns with their child's behaviour

7. Pupil code of conduct

Pupils are expected to:

- Show respect to others
- Show respect for themselves
- Show respect for the 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

- Demonstrate "The Grace Way" and promote the values of the Academy in the academy and the wider 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
- Subject stamps
- Half termly reward activities
- Rewards assemblies
- Bespoke rewards
- Phone calls home
- Letters/postcards home
- Trips
- Extra-curricular activities

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

- A verbal warning
- Negative stamp in planner (YCDB/Nil)
- Parking a student within another class
- Removing the student from the class
- Expecting work to be completed at home, or at break/lunchtime
- Detention at break or lunchtime, or after school
- Referring the pupil to HOY or a senior member of staff
- Letters or phone calls home to parents
- Parental meetings
- Agreeing appropriate interventions
- Putting a pupil 'on report'
- Isolating the student for a period of time

8.2 Isolations and suspensions

We may use the isolation room in response to serious or persistent breaches of this policy (work from the lesson will be completed in the isolation room). Pupils may be sent to the parked in another classroom 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 for a pro-longed period of time, persistent failure to sit detentions will result in a period of time in isolation.

The isolation room is managed by the Assistant Heads of Key stage and is overseen by the Vice Principal (student care), Senior Assistant Principal (KS4) and Assistant Principal (KS3).

A suspension is where a student is temporarily removed from school as a sanction for their actions or behaviour. They can be removed for up to 45 school days in one school year, even if they have changed school.

The Academy will regularly monitor, review and report data relating to isolation, suspensions and permanent exclusions to ALT and governors This will include recommendations or strategies to ensure the needs of students currently at risk of permanent exclusion are met.

8.3 Supportive transfer and preventative placements

We work closely with the local authority on supportive transfers where students who have shown negative behaviour despite interventions may be referred for a supportive transfer. This involves students being placed in another Coventry school (if the transfer is successful after a 12 week placement). We also work with other Coventry schools to provide a 6 week preventative placement which allows students a period of time to reflect and refocus their behaviour pending a return to Grace Academy.

8.4 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.

8.5 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/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

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 behaviour posters clearly in classrooms
- Attend CPD to support with classroom management
- 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
    - 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 Physical restraint

In some circumstances, staff may use reasonable force to restrain 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.

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

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:

- Safeguarding policy
- Anti – Bullying policy
- Search and Restraint policy