

SOUTH SHORE ACADEMY
BRIGHT FUTURES EDUCATIONAL TRUST
“Creating Opportunities, Inspiring Success”

Version 2

BEHAVIOUR POLICY

VISION

Our vision is to create a world class education within our academies to enable every student and student to realise their full potential and, in particular, their full academic potential.

RATIONALE

An excellent standard of behaviour in all aspects of academy life is essential in order to:

- Create a productive teaching and learning environment.
- Ensure learners progress and attain.

AIMS

- To promote self-esteem, self-discipline and proper regard for authority and positive role models based on respect, responsibility and pride.
- To ensure consistency in the approach to both positive and negative behaviours.
- To provide a safe environment, free from any disruption.
- To promote early intervention.
- To encourage a strong partnership between home and academy.

Roles and Responsibilities

In order for Behaviour for Learning to take place in the community of South Shore Academy, all of its members have rights and responsibilities. These rights and responsibilities should be made clear to all members of the academy community and reinforced in public in meaningful ways.

The community of South Shore Academy has the following rights:

- The right to feel safe.
- The right to learn.
- The right to teach.
- The right to be respected.

All staff have agreed to ensure they will:

- Reward positive behaviour.
- Meet and Greet at the door.

- Ensure an organised entrance and exit.
- Check uniform in and out of the classroom.
- Insist phones are switched off and not taken out in lessons.
- Insist on no eating/drinking. Still water may be allowed with the teacher's permission.
- Have a 'data led' seating plan.
- Release classes on time.
- Ensure classroom environments are tidy and clean.
- Share Learning Objectives, Outcomes, title and date.
- Explain and revisit lesson objectives.
- Identify and share outcomes.
- Ensure students have access to equipment (and as Form tutors insist on equipment/uniform/planner checks for the day).

All staff will be responsible for:

- Creating a high quality learning environment.
- Teaching and modeling good behaviour.
- Ensuring that the policy and procedures are followed.
- Ensuring that the policy and procedures are applied consistently and fairly.
- Supporting all other staff in the implementation of all school policies.
- Planning lessons which engage all students and address their different learning styles and needs.
- Consistently making the students aware of this policy, procedures and the academy's expectations.

All students will be responsible for:

- Their own behavior.
- Promoting excellent behaviour within their own environment.

Parent/Carers will be responsible for:

- The behaviour of their son/daughter, both inside and outside the academy.
- Working in partnership with the academy to assist the academy in maintaining high standards of behaviour.

The Academy Ethos – Rewards and Celebration

All staff at the academy will:

- Encourage and reward positive behaviour and learning as the core focus.
- Promote the idea of personal responsibility and of responsibility towards the whole academy community.
- Make clear to students how acceptable standards of behaviour can be achieved.

Rewards

Rewards and celebrations of success and achievement will be at the forefront of all staffs' practice. Staff will use a range of strategies to 'reward' and 'celebrate' success and achievement. Staff will:

- Smile.
- Use verbal praise.
- Use positive expressions.
- Value all students' achievements.
- Reward students via SIMS.
- Contact parents – phone, text, email, letter.
- Send praise postcards home.
- Present students with certificates.
- Verbal recommendations to form tutor/Head of Faculty/YL/ALT.
- Nominate students for student of the Month Awards.
- Recognise all improvements in standards, behavior, attendance and achievement.

Behaviour Management

LEVEL 1 – Managed by Classroom Teacher

- Disruption of lesson
- Swearing
- Phones/headsets
- Food/drink (water allowed with teacher's permission)
- Uniform
- Punctuality
- Damage/graffiti

LEVEL 1 Sanctions – select from:

- Reminder of rules
- Keep behind at end of lesson
- Confiscate phone
- DT when appropriate

LEVEL 2 – Managed by HOF

- Sustained or repeated disruption of lesson
- Repeated defiance
- 3 x Level 1 behaviours

LEVEL 2 Sanctions

- Detention same day

- Contact home
- Parental meeting if appropriate

LEVEL 3 – Call Out

- Refusal to follow middle manager’s instructions – on from Level 2
- Verbally abusive to staff
- Inappropriate sexual comments
- Fighting/assault
- Inappropriate/offensive/dangerous behaviour
- Theft/illegal activity

LEVEL 3 Sanctions

- Call out – Student removed

Record all incidents, rewards and sanctions on SIMs

Detention Protocols

At South Shore Academy there are three types of detention:

- Teacher detention: 10-20 minute break or lunch detention
- Subject detention: 30 minute after school
- Faculty detention: 1 hour
- Senior Leadership detention: up to 2 hours after school Friday night.

Teacher detentions will be held in the teacher’s classroom. **Subject detentions** will be held in Faculties. **Senior Leadership detentions** will be rotated to lead the detention system.

- All staff to demonstrate restorative practice at the detention
- All staff must provide the students with class work to complete during the detention
- All teacher detentions to be logged on IRIS.
- Leadership detentions will be held on Friday afternoon

SL/HOF will create list for Friday night DTs, basically students who have not completed DT. To be collected P5 on Friday and brought to hall for one hour DT.

- Any student who fails to turn up to a detention will automatically graduate to the next level of DT.
- Failure to attend a Leadership detention will graduate to a day in FTIE plus a parental meeting.

During detentions all staff will:

- Be present at the detention

- Be restorative
- Provide the student with class work to complete during the DT or other suitable tasks

Students will:

- Engage in restorative conversation with staff
- Complete missed class work

Follow on from Level 3

Reflection (instant response)

- Letter home
- Parental Meetings

Hot Spot Timetable

The Academy is proactive in the approach to prevent disruption to teaching and learning. There is a 'live' daily hotspot timetable in operation, this enables all staff to support any other member of staff who is experiencing difficulties with disruptive behavior. A member of staff will always visit the class during the highlighted period.

The aims of the Reflection room are to:

- Help reduce disruption to teaching and learning through poor behavior.
- Help deter further poor behavior by students sent to the Reflection room.
- Support staff in the provision of an internal exclusion and to make the process consistent.

When to use Reflection: The Reflection room should be used as a place to refer a student who is significantly disrupting teaching and learning and has been referred by the relevant HOY or ALT. The Reflection room is to be used:

- If a student fails to respond to two clear warnings from On-Call or the HOF.
- When a student presents extreme behaviours.
- For internal truancy when the student has failed to go to, or stay in, their lesson.

When not to be used: Students are **not** to be sent to Reflection by the YL/teaching staff until all stages of the behavioural protocol are complete.

Incidents should be recorded on SIMs.

Internal Truancy: All staff will follow the Missing Child procedures, and alert On-Call. The student will be returned to lesson in the following instances:

- Being found truanting.
- Failing to go to lessons.
- Failing to stay in lessons.
- Walking out of the lesson.

Incidents should be recorded on ISIMs, and if appropriate, contact home.

FTIE (planned response)

Protocol for the IFTE room:

- Students will work silently.
- Students will be in IFTE all day.
- Students will have their lunch in the IFTE room.
- Work will be provided for students in IFTE by subject teachers.
- If a student fails to follow the rules of IFTE, ALT will take the appropriate action.
- Letter home with sanctions will be sent to parents.

Fixed Term Exclusions

- There may be a requirement for the Principal to consider Fixed Term Exclusion for incidents of a serious nature or where the continued use of the IFTE room has not brought about any improvement in behavior. All Fixed Term Exclusions must be authorised by the Principal or in her absence the Deputy Principal for Pastoral.
- The length of the Fixed Term Exclusion will be dependent upon the incident and decided by the ALT.

Readmission to the Academy following a FTE

Students returning to Academy following a Fixed Term Exclusion and/or an Internal Exclusion must follow the Readmission to Academy Protocol.

- The student must have a parent/carer meeting with their ALT link.
- The reasons for the exclusion are to be discussed and a set of actions and student report targets should be agreed.
- In the event that the parent/carer fails to attend the meeting, the YL is to make contact and arrange another meeting. If this second meeting cannot take place on the same day, the YL is to arrange a student meeting.
- A student meeting will take place to discuss the reasons for the exclusion and to agree a set of actions and targets.
- Failure of a parent/carer to attend a second meeting will result in the meeting taking place during a home visit.

Permanent Exclusion

There may be, on occasion, a requirement for the Principal to recommend a Permanent Exclusion. This will go to the Governing Body of the Academy for consideration.

A student can be excluded or asked to leave college if:

- The student has committed a serious disciplinary and/or criminal offence.
- The student has been involved with dangerous weapons, sexual abuse, actual or threatened violence, carrying an offensive weapon, or illegal drugs.
- The student is found to have knowingly made a false allegation about another member of the college community which could have led to that person facing disciplinary procedures, exclusion or criminal charges.
- The student has engaged in any perceived bullying on grounds of race, creed, gender, sexuality, physicality.

The Procedure

- The exclusion of a student is an extreme sanction and is only administered by the Principal or in their absence whoever is deputising. The Law of the United Kingdom allows the Principal to exclude a student for up to 45 College days in any one academic year.
- Exclusions, whether fixed-term (usually 1-3 days), or permanent, may be used where a student has displayed unacceptable conduct which infringes that which is deemed to be acceptable in Academy.
- A student will be excluded immediately, if there is a serious immediate, anticipated or suspected threat to the safety of others in the Academy. Such concerns will immediately be passed onto parents/carers and any agencies and / or authorities if such action is thought to be appropriate.
- A thorough investigation must precede the exclusion and it must be clearly shown that a wide range of strategies have been tried without success.
- All the evidence must be very carefully assessed and collated. Extensive records will be kept of all exclusion proceedings.
- A student must be allowed and encouraged to give his/her account of events.
- Staff must check whether or not the incident was provoked and, if provocation is proved, the extent to which the retaliation was proportionate must be taken into account.
- In the event of an exclusion being carried out, the student's parents/carers must be notified immediately by telephone and then by letter.
- In the event of a fixed term exclusion the letter must state the precise period of exclusion and for a permanent exclusion, the fact that it is a permanent exclusion, the reasons for the exclusion, the Academy days on which the parent/carer is required to ensure their young person is not present in a public place (i.e. outside their own homes and / or property) during Academy hours (unless such actions

are unavoidable) and who the parent should contact if they want to make representations.

- The letter must also contain the date, time of return in the case of a fixed term exclusion and if the exclusion is permanent, the date it takes effect.
- All exclusions should be treated in the strictest confidence on a 'need to know' basis.
- The Governors must be fully informed and involved with these procedures. The Principal must inform the Governing Body and the authority within one Academy day of all exclusions longer than five Academy days, permanent exclusions, and those which will result in a student missing a public examination.
- Any fixed term exclusions can be reported to the authority and Governing Body once a term.
- It is expected that most exclusions will be of a short (1-3 days), fixed-term nature.
- The Principal must arrange a reintegration interview with the parents/carers of the excluded student for any exclusion period longer than six or more Academy days. The student should be present for all or part of the interview.
- Any student who is permanently excluded must not be removed from the Academy register until the appeal process has been completed.
- If a student lives outside the authority then the 'home' authority must be informed of the exclusion, if a student is permanently excluded.

Behaviour outside College

- Behaviour outside Academy, whilst on Academy trips will be covered by the Academy's standards of behaviour. Behaviour, which is considered to be unacceptable, will be dealt with as if it had taken place in the Academy.
- If it is serious enough, it could result in the student being excluded from the Academy. Responses to unacceptable behaviour related to illegal practices such as drug or race related offences or acts of violence will be informed by the legislation and policies dealing with these specific issues. If it is the case that a student is thought to be selling drugs, or similar serious offence, then the student should be isolated from the group and escorted back to the Academy or home. The Principal should then read all the witness statements before deciding how to proceed. Such unacceptable behaviour could result in exclusion procedures being followed.

RESPONSIBILITY

Responsible Staff	Neil Reynolds
Policy administrator	Karen Bleakley
Approving body	Governors
Review date	September 2017
<i>All policies are available to stakeholders either on the College website or upon request</i>	

from the College Office.

Review Date

April 2018