

Ormiston Academies Trust

## Ormiston Denes Academy Behaviour policy

### Policy version control

Policy type	Statutory
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Approved by	Paula Arrowsmith, November 2018
Release date	December 2018
Next release date	December 2021
Description of changes	No changes

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## 1. Policy statement and principles

We are 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.

The academy takes opportunities to actively promote British values through our whole school systems and structures such as electing and running student leadership programmes. We also actively promote the British values through ensuring our curriculum planning and delivery includes real opportunities for exploring these values. Actively promoting British values also means challenging students, staff or parents expressing opinions contrary to fundamental British values, including 'extremist' views

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. 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.

We believe that all students should be aware of the standards of behaviour that are expected of them and take 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 continue to progress to the best of their ability in all areas of life.

Teachers and other staff are accountable for the way in which they exercise authority; manage risk; use resources; and protect students from discrimination and avoidable harm.

All staff, whether paid or voluntary, have a duty to keep young people safe and to protect them from physical and emotional harm. This duty is in part exercised through the development of respectful, caring and professional relationships between staff and students and behaviour by staff that demonstrates integrity, maturity and good judgement.

## 2. Definition

*Student voice – “Good behaviour for learning is when you pay attention and get on with your work, displaying a respectful attitude to staff and other students.”*

This policy is consistent with all other policies adopted by OAT / the academy and is written in line with current legislation and guidance.

The phrase 'behaviour for learning' conceptualises the following three relationships experienced by a student:

- Their relationship with themselves, e.g. their self-confidence as a learner
- Their relationship with others, e.g. how they socially interact
- Their relationship with the curriculum, e.g. how best they learn
- In order to foster a positive learning environment at Ormiston Denes Academy these relationships must be developed and supported.

Most social, emotional and behavioural skills are learned, with behaviour for learning being a theoretical approach to the learning experience.

Rather than focussing on unwanted behaviours, the behaviour for learning approach puts value on positive behaviours, which enable and maximise learning.

This approach helps students understand the behavioural skills they need, what the teacher wants them to do, and why this will help them to learn.

### 3. Complaints

All complaints are dealt with under the OAT Complaints Policy.

Complaints should be made in writing and will follow the OAT complaint procedures and set timescales. The handling of complaints may be delegated to an appropriate person.

The outcome of the complaint will be communicated in writing.

### 4. Monitoring and review

This policy will be reviewed every two years or in the following circumstances:

Changes in legislation and / or government guidance

As a result of any other significant change or event

In the event that the policy is determined not to be effective

If there are urgent concerns these should be raised to the Principal in the first instance for them to determine whether a review of the policy is required in advance of the review date.

### 5. Roles and responsibilities

#### 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 off 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 pastoral support programmes or parenting contracts.

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 with their tutor who will work with them to draw up a support plan. The academy asks that students carefully read and then sign the home-academy agreement to show that they have understood what is expected of them and acknowledge the responsibility that they have for their own behaviour.

Students will:

- Abide by the Home-Academy Agreement and the Academy's Behaviour for Learning Policy at all times.

- Act as positive ambassadors and representatives of name of Academy through their exemplary behaviour.
- Be polite and respectful of others in the surrounding community.
- Work to the best of their ability and effort at all times, whilst allowing other students to do the same.
- Cooperate with other students and members of staff in order to create a positive learning environment.
- Be ready to learn by ensuring regular attendance to all lessons and arriving at Academy with the correct equipment.
- Correctly present themselves in name of Academy's uniform, in accordance with the Academy's Uniform Policy.
- Respect and value the environment and their surroundings, as well as each other.
- Not act in a manner which is disruptive to the learning of others.
- Under no circumstances put the health and safety of others at risk.

## 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 special educational 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 up on walls in classrooms and situated around the academy.

Staff are a constant presence around the academy, before and after the academy day, 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 appropriately.

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.

Staff members will:

- Implement the Academy's Behaviour for Learning Policy at all times.
- Maintain a positive and well-managed learning environment.
- Be positive ambassadors of the Academy at all times, through their professional behaviour and conduct.
- Use the Academy's reward system and hierarchy of sanctions to promote good behaviour.
- Use the rules and consequences outlined in this policy clearly and consistently.

- Treat all students fairly and equally, seeking to raise their self-esteem and develop to their full potential.
- Undertake comprehensive planning to provide challenging, interesting and relevant lessons, which are appropriate to the age, ability and individual needs of students.
- Record all behavioural events, both positive and negative, on the Academy's management information system, by following the correct reporting procedure.
- Raise any concerns regarding students' behaviour with the relevant (position/job title).
- Take the necessary steps to effectively manage student behaviour, such as placing students on report where appropriate.
- Support other members of staff with behavioural issues involving individual students or groups of students.
- Liaise with other members of staff and the senior leadership team (SLT) in order to implement effective behaviour management.
- Organise detentions where appropriate.
- Intervene promptly when they encounter poor behaviour or unexplained absence.
- Immediately contact the Principal when there has been a serious breach of the Academy's Code of Conduct.
- Contact parents/carers regarding their child's behaviour where necessary.
- Continuously keep parents/carers informed of any behavioural management issues concerning their child.
- Act in accordance with the Academy's Exclusion Policy when dealing with more serious breaches of Academy conduct.
- Monitor the attitude, effort and quality of the students' work.
- Make referrals to external agencies where necessary, e.g. the behaviour support service.
- Inform the SLT of relevant behaviour data and trends.
- Ensure that all records are kept up-to-date, such as the pastoral register and racist incident log.
- Consistently develop their understanding of behaviour for learning and relevant techniques as part of their CPD.

## Parents

Parents play a big part in ensuring that their children are responsible for their own behaviour in academy. We ask that parents sign the home-academy agreement to indicate that they will respect and support the academy's behaviour policy and the authority of academy staff. Building academy life into a natural routine ensuring that your child is at 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 educational 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 parenting 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 the academy and, if invited, to attend a reintegration interview at the academy with their child.

### Parents/Carers will:

- Abide by the Home-Academy Agreement, ensuring the attendance and punctuality of their child, as well as reporting any absences.
- Encourage good behaviour and for their child to be an ambassador of the Academy at all times, in line with the Behaviour for Learning Policy, by reinforcing Academy rules.

- Share any concerns they have regarding their child's education, welfare, behaviour and life at name of Academy with the student's classroom teacher or SLT.
- Support their child's independent learning.
- Support the Academy's decisions in relation to behavioural issues, whilst having the right to question name of Academy's decisions regarding their child's behaviour.
- Ensure that their child correctly presents themselves as a student of name of Academy, in accordance with the Academy's Uniform Policy.

## 6. Academy behaviour

Academy rules that apply at all times to all members of the academy community are detailed below. All of these rules also apply when travelling to and from the academy.

- Always be on time
- Keep your appearance smart and tidy
- Wear regulation 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
- Respect and look after the academy premises and environment, both on the academy site and outside
- Do not litter or not vandalise academy 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 will not be tolerated
- Under no circumstances will illegal or inappropriate items be brought into academy
- Gambling is not allowed on academy property

The following items are not allowed in the academy under any circumstances:

- Alcohol and drugs
- Cigarettes, matches, lighters or electronic cigarette devices
- Chewing gum
- Weapons of any kind
- Material that is inappropriate or illegal for children to have; such as racist, radical / extremist or pornographic material

### **Mobile Phones:**

Mobile phones are permitted but **MUST** be off and away at all times. If a mobile phone is seen or heard the following sanctions will apply;

- 1st offence: a 15 minute reflection, plus confiscation of the phone, which will be returned to the student at the end of the day
- 2nd offence: a 45 minute reflection, plus confiscation of the phone. Parent/carer to collect phone at the end of the day
- 3rd+ offence: reflection room, plus confiscation of the phone. Parent/carer to collect the phone.

## 7. Classroom behaviour

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 to our academy even when off 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 pastoral support programmes or parenting contracts. 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 with their tutor who will work with them to draw up a support plan.

The academy asks that students carefully read and then sign a Home-Academy Agreement to show that they have understood what is expected of them and acknowledge the responsibility that they have for their own behaviour.

- A set of the Academy rules will be clearly displayed in each classroom.
- Dealing with behavioural problems is primarily the responsibility of teaching staff.
- Teaching staff will use seating plans and a range of de-escalation techniques to encourage good behaviour and create an effective learning environment.
- Praise will be used to set high expectations at the start of the lesson, in conjunction with non-verbal cues and private corrections in order to focus students on learning.
- Lessons will be structured and have a focussed framework, in order to allow students to understand what is being taught and how it links to what they already know.
- All staff members will support students' emotional wellbeing and welfare within the learning environment by encouraging students to develop effective social relationships.
- When a student acts in a disruptive manner or ignores instructions given by a staff member, the following three steps will be taken:
  - Reminder – the student is reminded of their expectations
  - Restorative detention – the staff member informs the student of the consequences of their disruptive behaviour, such as issuing a warning of a detention
  - Removal – if the student's behaviour persists, the staff member will move the student from where they are sat in the classroom, or remove the student from the class, in order to avoid affecting the learning experience of other students
- Staff members will remind students that at each stage of the process they have the opportunity to amend their behaviour, rather than escalate it.
- De-escalation techniques will be used at all times.
- Where poor behaviour continues and intervention is necessary, a three-stage progressive intervention process will be followed:
  - Level 1 – verbal warning
  - Level 2 – written warning (up to 15 minute reflection on the same day)
  - Level 3 – lesson removal (45 minute reflection on the same day, at the end of the day)
  - Level 4 – Reflection room or external exclusion

To reinforce standards of conduct in and around the academy, out of lesson time, there is also a Level 3 community conduct stage which carries a 30 minute lunch reflection.

Unsuccessful completion of one of these 4 intervention processes will result in automatic escalation to the next level.

The overall aim of the structure of lessons is to actively engage students and to develop their learning skills systematically so that their learning becomes increasingly independent.



Whilst using the academy corridors and surrounding area of the academy building, students will act in a responsible and respectful manner, as would be expected in a classroom.

Consequences may be adapted relating to the seriousness and/or frequency of the behaviour.

The inclusion team gate keep the referral process for a broad range of internal and external agencies to ensure a student has the opportunity to make positive changes and improve their ability to access education. These include, but are not limited to,

- Anger Management
- Social, Emotional and Mental Health support
- On Line Safety
- Diversity and Tolerance education
- Specialist literacy and numeracy intervention
- Exams access arrange
- School Counsellor
- School Nurse
- Suffolk Young Carers
- Access Community Trust
- YMCA
- Social Care and Early Help Teams and Diversion

## 8. Attendance

Regular attendance at the academy is required by law, and we take attendance very seriously

A register is taken daily and at the start of each lesson. 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 for attendance issues and any support systems that could help. More information can be found in the academy's student attendance policy.

## 9. 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.

Full details of the uniform expectations can be found in the parent / carer handbook. However, as we are moving towards a new uniform it would be worth highlighting the following:

- Our uniform supplier is Screens, of Lowestoft.
- The only significant compulsory change for current students are that as previously publicised, trousers must be the grey trousers available from Screens and skirts must be the blue and burgundy tartan skirt available from Screens.
- Current blazers may continue to be worn until September 2019.
- Students will be issued with a new tie, free of charge, in exchange for their old tie on the first day back.
- Please check the guidelines for minor details such as sock or tight colour.
- Students who come in not wearing the correct academy uniform may be sent home to change.

## **JEWELLERY & MAKE UP**

Jewellery should be discreet and appropriate for school; one set of plain studs or small sleepers in pierced ears are allowed (this relates to boys and girls), one necklace, bracelet or ring can also be worn. The school cannot be responsible for any injury caused by wearing unsuitable jewellery or for jewellery going missing. We reserve the right to confiscate unsuitable jewellery.

- Jewellery, which the students are asked to remove, will be held in safe keeping until it is collected by parents/carers.
- Students who are incorrectly dressed or who refuse to remove additional/unsuitable jewellery may be taught apart from their peers or sent home.
- Tongue piercings and facial piercings are not allowed. Refusal to remove will mean students are taught separately from their peers. Clear retainers are also not permitted.
- Extremes of hairstyles including cut and colour are not permitted in the academy.
- Make-up should be discreet and in keeping with a student's appearance. Extremes or excessive make-up is not permitted, and any student deemed to be wearing too much make-up will be asked to remove it. Students are not permitted to wear nail varnish. Nail extensions are not permitted.
- Ormiston Denes Academy reserves the right to make the final decision on matters regarding uniform, jewellery and make up suitability for school.

## **10. Unacceptable behaviour**

The following behaviour is regarded as completely unacceptable and will result in disciplinary action and possibly exclusion from the academy on a fixed-term or permanent basis. For more information on exclusions, see our exclusion policy. Verbal abuse to staff and others

- 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
- failure of a Managed Move to another school
- Refusal of Internal Exclusion
- serious actual or threatened violence against another student or a member of staff
- sexual abuse or assault
- possessing an illegal drug
- carrying an offensive weapon
- organisation/participation/incitement of violence
- creating or distributing media which incites, publicises/encourages the harming of others
- behaviour which directly or indirectly compromises the safeguarding of students and/or staff
- 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.

## **11. Drugs**

The academy will not tolerate drug use of any sort on academy property or during off-site academy activities (please refer to the Drugs, Alcohol and Tobacco Policy). 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/Controlled Substances

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 they need medication they can go to the academy nurse.

### Medication

We are aware that it may be necessary for some students to take medication during the academy day. (Please see the Supporting Students with Medical Needs Policy). Parents should make the academy aware of this in writing as soon as their child starts taking the medication. The academy may request medical evidence prior to administering any medication.

There is a separate policy for Supporting Students with medical Needs, which can be found on our website.

## 12. Alcohol

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

## 13. Disciplinary sanctions

If a student is not ready to learn in a lesson, a member of staff is likely to challenge the behaviour causing this lack of readiness. There will be a natural escalation of the challenge if the behaviour fails to improve. An example of the terminology and escalation process is outlined below;

Initially, a teacher may challenge a student and give the student a chance to improve attitude or behaviour.	We would expect students to respond well to these strategies, and there would be no further action
If behaviour is not improving, a teacher will give a verbal warning: "I am now telling you that your behaviour is unacceptable / is disturbing others, and if you continue to do it you will receive a formal written warning."	
If behaviour or attitude still fails to improve, the teacher will give a formal written warning to the student, and their name will be written on the teacher's whiteboard. This is a "level 2 consequence"	An automatic text will be sent home, saying "Your child has received a written warning and a max. 15 minute reflection at the end of the lesson to discuss their readiness to

	<p>learn”</p> <p>The student will be kept behind at the end of that lesson, or at lunchtime, for some time to reflect on their behaviour with their teacher. This will be no more than 15 minutes.</p>
<p>If, after the level 2 consequence, behaviour or attitude still fails to improve the teacher will remove the student from the lesson. This is most likely to be removal to another classroom, where the student can complete work and reflect on their behaviour. This is a “level 3 consequence”</p>	<p>An automatic text will be sent home, saying “Your child has been removed from lesson for [..reason..] and will have a 45 minute curriculum reflection after school today, so they are ready to learn next lesson”</p> <p>The student will be given a 45 minute, same day reflection after school.</p>

Sanctions are adapted relating to the seriousness and frequency of the behaviour. Records will be kept of all sanctions imposed upon pupils for serious misbehavior.

#### 14. Regulating students’ offsite conduct

Students who are caught or known to have been misbehaving on the way to or from the 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.

In addition students who seek outside of academy hours to bully or otherwise cause harm to other students at the academy whether through cyber bullying or other ways may be subject to sanctions under the behaviour policy as if their actions had taken place whilst at the academy itself.

#### 15. Unacceptable behaviour outside the academy

Community partnership and cohesion is extremely important at Ormiston Denes Academy. We expect students to take responsibility for their actions outside of the academy; we also have a legal right to discipline students for misbehaving outside of the Academy premises under Section 89(5) of the Education and Inspections Act 2006.

All unacceptable behaviour and instances of bullying occurring anywhere outside the academy, which have been witnessed by a staff member or reported to the academy, will be dealt with using the academy consequences ladder.

This will include any unacceptable behaviour when a student:

- Is taking part in any activity organized by the academy
- Is travelling to or from the academy

- Is wearing academy uniform
- Is in some other way identifiable as a student at the academy
- Poses a threat to another student or member of the public
- Could adversely affect the reputation of the academy

## 16. Rewards policy

Ormiston Denes Academy believes that it is important to encourage good conduct throughout the academy by celebrating and rewarding good behaviour and attitude to learning.

Ormiston Denes Academy recognises that pupils should be rewarded for displaying consistently good behaviour.

Praise will be used to help raise pupil achievement and will be given for progress, not simply for high-quality work.

Positive behaviour will be promoted and reinforced by the Academy's clear reward system.

Praise will:

- Be given in relation to a specific task or action.
- Be earned, ensuring that the recipient is clear about what they are being praised for.
- Reinforce name of Academy's core values and ethos.
- Not be awarded for vague accomplishments or be given too easily and spread too widely.
- Not be in a manner which is selective, exclusive or causes the recipient embarrassment.
- Always have a positive effect upon others as well as the recipient.
- Be used to motivate pupils and help them to feel valued.

Ormiston Denes Academy has a reward system in place which rewards pupils for displaying good behaviour and progressing their learning, through the following methods:

- Certificates
- Headteacher awards
- Verbal praise
- Written praise
- Phone call home
- Comments at parents evening
- Prizes
- Awarding merits
- Stickers
- House/team points
- Sweets or treats
- End of term whole-class rewards
- Termly assemblies are held to praise and reward pupils achievements and effort.
- Reward activities are arranged for groups of pupils at the end of the year.