

John Port Spencer Academy

A member of the Spencer Academies Trust



BEHAVIOUR POLICY

AIMS

Our aim is to be found in the vision statement for the school. We want students to be models of good behaviour, responding to adults and to their peers with manners and a respectful attitude. We want the school to have a reputation for being strict and insistent upon good behaviour. We expect our students to recognise the need to behave in a moral and upright manner, and to recognise their duty of contributing towards the building of a cohesive community.

Students will be taught to take responsibility for their own actions and to accept the consequences of their choices. In order to be 'the best that they can be', ultimately we aspire to our young people becoming independent, self-disciplined, self-regulating learners. We will strive to ensure the right balance of reward and sanction to achieve this end.

In compiling our policy the governors have had regards to the appropriate sections of the Education and Inspection Act 2006.

RESPONSIBILITY

The Principal will be responsible for the implementation and day-to-day management of the policy and procedures.

Staff (including senior staff, teachers, support staff and unpaid staff) will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising staff in senior leadership roles on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Principal, for creating a high quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently.

The Governing Body, Principal and staff will strive to ensure that all are treated appropriately and consistently and that the concerns of students are listened to and dealt with. The Governors acknowledge, at the same time, their duties under the Equality Act 2010 and their responsibilities to safeguard and promote the welfare of children, including those with Special Educational Needs (SEN).

Parents and carers will be expected, encouraged and supported to take responsibility for the behaviour of their child both inside and outside the school. The school will encourage parents and carers to work in partnership with the school to assist it in maintaining high standards of desired behaviour and will be actively encouraged to raise with the school any issues arising from the operation of the policy. On their child's entry to the school, parents sign the Home-School Agreement, agreeing to our standards of behaviour and cooperation with any sanctions imposed.

ROLES AND RESPONSIBILITIES OF PRINCIPAL, OTHER STAFF, GOVERNORS AND PARENTS

- The Principal will be responsible for ensuring that this policy is implemented and for reporting to Governors on its impact. Inclusion and exclusion figures will be reported to the Governors.
- The Principal and staff will be responsible for applying the principles identified above when implementing the policy.
- The governors will monitor behaviour in the School using a variety of means.
- Parents *must* support the sanctions imposed by the School.

WHAT WE EXPECT OF OUR STUDENTS:

- To behave at all times in an orderly manner paying due courtesy and respect to other members of the school: adults, other children, visitors and the general public.
- To respond promptly and obediently, without questioning, to the instructions of staff.
- To be mindful: never malicious, in thought or deed, and never bearing false witness against students or staff.
- To show respect for other people's property, the school and its environment.
- To arrive on time for school, lessons and all other scheduled activities in school and to work to the best of their ability.
- To achieve better than 96% attendance each academic year.
- To always be well presented both in manner and in dress.
- To have pride in themselves.
- To maintain a healthy and active lifestyle.
- To comply with any sanctions.

Any infringement to the expectations of the school is liable to punishment and sanctions, examples of which can be found in our tariff of sanctions.

OUR GUIDING PRINCIPLES

- 1 We will deal with any transgressions promptly and with respect for the individual.
- 2 The school will encourage parents to work in partnership with the school and will do our best to ensure a good working relationship.
- 3 We will listen to students and respond to their concerns.
- 4 Good behaviour is the responsibility of all staff and students.
- 5 We will expect our students to be ambassadors for the school behaving well at school but also when travelling to school or from school and in the local area.

STRATEGY

In order that this aim is achieved, staff at John Port Spencer Academy will:

- Establish and set out formally, in various documents such as the student Journals, our expectations of what constitutes good behaviour and the standards we expect.
- Set out, formally, examples of unacceptable behaviour.
- Publish, operate and update, at least annually, a 'Tariff' system of guideline punishments for behaviour infringements, thereby promoting consistency.
- Operate a recording system to note and deter incidents of poor behaviour, facilitating a clear picture of the students' infringements.
- Strive for fairness and consistency in the management of students.
- Develop and reinforce positive attitudes towards activities that promote community cohesion.
- Celebrate and reward effort and achievement e.g. through praise and, more formally, through commendations and epraise points.
- Encourage Faculties to develop their own complementary policies on behaviour to reinforce school systems e.g. postcards home.
- Place students with barriers to learning and/or behaviour difficulties in the Learning Support Centre and Referral. The purpose of these facilities is to help the students to improve their behaviour and relationships; rehabilitate and, ultimately, re-integrate them, in a staged way, into mainstream.
- Use consultants and refer students to outside agencies, where appropriate, to help them improve their behaviour.
- Give staff regular in-service training targeted at giving them the necessary behaviour management skills.
- Not allow disruptive or challenging behaviour to mar lessons or prevent others from learning.
- Use prefects and a peer mentoring system to model and enforce good behaviour.
- Endeavour to identify signs of extremist or radicalised behaviour and respond, swiftly, by working with the relevant external agencies.

STANDARDS FOR GOOD SIXTH FORM BEHAVIOUR

When entering the Sixth Form of John Port Spencer Academy, students must appreciate that they are joining a learning community. The school expects our Sixth Formers to understand that the school is a place of work and learning, to occur in a quiet and civilised manner. This recognises the rights of other members of our school community to work without interruption and distraction. When Sixth Formers are not taking part in timetabled lessons supervised private study will take place, elsewhere, where Sixth Formers are expected to sign in and use their time effectively. Sixth Formers should also actively seek to become ambassadors within the school, becoming prefects, mentors and positive role models to the younger school community.

The Sixth Form will follow the same behaviour systems as the rest of the school. In addition, however, a **three strike** approach will be followed for those students who cannot meet the school's expectation for behaviour (including, but not limited to, dress code, punctuality, attendance and work ethic). If a Sixth Form student persistently fails to meet the school's expectations, that student will no longer be permitted to continue with their course of studies at John Port Spencer Academy.

This policy will be reviewed on an annual basis

APPENDIX

IMPORTANT SCHOOL RULES (this list is not intended to be exhaustive and applies to and from school)

- No illegal drugs or “legal highs”, both possession, use or dealing in drugs are likely to result in permanent exclusion.
- No alcohol, pornography, stink bombs, lasers, fireworks, weapons or any items which can serve as weapons, stolen items, tobacco or other smoking materials, or any other items likely to cause disorder. All such items will be confiscated and possession of such items is likely to result in exclusion.
- No offensive weapons e.g. a knife, knife blade or razor blade; any other article that has a blade or is sharply pointed such as a metal afro comb; anything which is made, or adapted to cause injury; any imitation or real firearms. All such items will be confiscated and possession of such items is likely to result in exclusion.
- No smoking.
- Chewing gum is prohibited and will result in an X.
- Mobile phones are banned at all times (in first instance the phone will be confiscated and handed back at the end of the day, 1 week in the second instance and a third offence will result in the mobile phone being confiscated and not returned until the last day of the following half term).
- Keep to the left on stairs and corridors moving around the building.
- Uniform to be worn properly and conventionally.
- No headphones.
- No hooded sweatshirt tops.
- Earrings should be small gold or silver studs or sleepers, one pair only worn in the lower lobe. No other piercings or tattoos. No other jewellery except a plain watch.
- Hairstyles must be conventional: not exaggerated, lined, or coloured. Eyebrows must be natural. Books and equipment should be carried in a strong bag capable of being closed with a zip or buckle.
- Students should keep a reading book.
- No horseplay, play fighting, fighting, inciting violence or threatening behaviour.
- No incitement to violence, threatening and/or aggressive behaviour (in severe or repeat cases this may lead to permanent exclusion).
- Only small amounts of money (less than £10) should be brought to School in normal circumstances, though it is preferred that students bring no money at all. Money must not be lent or borrowed and there must be no buying or selling between peers.
- We reserve the right to search students where it is suspected that a student is in the possession of a banned item in school.
- No swearing, inappropriate language or defiance.

ANTI-BULLYING

We define bullying as ‘a **persistent** attempt by one person or group to exert control in an anti-social and detrimental way over another person or group’. Bullying behaviour is often, but not necessarily, premeditated and usually forms a sustained pattern of behaviour, rather than being an isolated incident. As there are many forms of bullying, our policy is to examine each incident individually and decide on the appropriate action in each case. Examples of the major different types of bullying are listed in the student journal but might include: hitting, kicking, teasing, racist or sexist name-calling, ignoring people, interfering with property, cyber-bullying through social networks, etc.

As a general philosophy, the governors and Principal are determined that any cases of alleged bullying will be investigated and any bullying will be dealt with efficiently and robustly. We are very aware that incidents at school often have consequences that occur outside school hours and off school premises. Please be reassured that we will deal with all cases of alleged bullying if they involve our students. The governors' sanctions extend to permanent exclusion in the most severe or repeated cases.

There is, in the students' Journals, a whole page related to bullying and child protection. This is an indication of how seriously the topic is taken at John Port Spencer Academy. We ask in the Journal that any cases of bullying are reported to the appropriate Head of Year, Pastoral Manager or member of the safeguarding team. However, Parents may feel so strongly that they want the reassurance of the issue being passed to and supervised directly by a member of the senior management. Mr L Opara is the behavioural manager in charge of overseeing our anti-bullying measures.

GUIDELINE SANCTIONS

EXAMPLES OF ACTION TO CORRECT POOR BEHAVIOUR (This list is not intended to be exhaustive).

Action Taken

Non-verbal communication
 Word of correction
 Reminder of normal rules
 Change of seats
 Confiscation (confiscated items may be returned at the Principal's discretion at a time determined by her)
 Warning of the consequence of repeated poor behaviour
 Task to help teacher
 Use of journal
 Teacher Detention
 Sent to Pastoral Manager, Head of Year or Senior Leadership
 Phone call home
 Letter home
 Referral to Head of Faculty
 Isolation within the Faculty
 Faculty Detention
 Community Service or imposition of a task or tasks
 Issuing of an X

Implemented by

Any staff member can and should implement these sanctions where appropriate

Use of daily On Report system
 Litter picking
 Head of Faculty meeting with Family
 Referral to Mr L Opara
 Referral to Head of Year or Pastoral Manager
 Friday detention
 Head of Year or Pastoral manager Detention
 Exclusion from school activities
 Head of Year or Pastoral Manager meeting with Family

Middle Managers and Senior Leadership can and should implement these sanctions, where appropriate

June 2018

Pastoral Support Plan
Referral to SEN

Referral to Assistant Head Teacher
Referral to Vice Principal
Referral to Head of School
Senior Leadership Meeting with Family



Senior Leadership
implementation

Placement in Learning Support Centre
Placement In Referral Centre
Fixed Term Exclusion with Re-Integration Meeting
Alternative Provision (other education providers)



Principal and
Vice Principal

Appearance before Governors' Disciplinary committee
Permanent Exclusion



Principal and
Governors

Further information on the use of the X system, Learning Support Centre, Referral Centre and SEN, can be found in the Staff Handbook. There is also a tariff of sanctions.

EXCLUSIONS ARRANGEMENTS

The school does exclude students for what it considers to be transgressions of the behaviour code or behaviour that falls below our expectations. We have regard to the statutory guidance produced by the Department of Education 2017 entitled *Exclusions from maintained schools, academies and pupil referral units in England*.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf

We do our best to notify parents without delay and inform them of their rights and obligations and also direct them to sources of free and impartial advice.