

John Port Spencer Academy



Behaviour Policy

Behaviour Lead: Mr Tony Stephenson

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AIMS

John Port Spencer is a values-led community, which is centred on the needs of students. Our focus is on supporting students to develop as individuals with a strong sense of moral purpose, and the resilience to thrive under challenge.

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 Academy 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.

RESPONSIBILITY

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

All staff will be responsible for ensuring that the policy and procedures are followed consistently. 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 and for teaching positive behaviour for learning.

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 Academy. The Academy will encourage parents and carers to work in partnership with the Academy to assist it in maintaining high standards of desired behaviour and will be actively encouraged to raise with the Academy any issues arising from the operation of the policy. On their entry to the Academy, students agree to our standards of behaviour and parents are required to cooperate with any sanctions imposed.

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

- The Principal will be responsible for ensuring that this policy is implemented and for reporting to Governors on its impact. Behaviour and exclusion figures will be reported to the Governors at each full governors meeting, allowing governors to monitor behaviour within the Academy.
- The Principal and staff will be responsible for applying the principles identified above when implementing the policy.
- Students are rewarded for meeting our expectations through our online praise system, epraise. Praise points can be earned for good behaviour. When a student earns 50 points, they are entered into a prize draw. Any student who has no X points during a week will also be entered into a prize draw.
- Parents *must* support the sanctions imposed by the Academy. We seek firm parental support in ensuring that their child conforms to all Academy expectations and to recognise the Academy's right to set detentions, including after-hours detentions, in the event of these expectations not being met.

WHAT WE EXPECT OF OUR STUDENTS:

- To behave in an orderly manner at all times, paying due courtesy and respect to other members of the Academy: adults, other children, visitors and the 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 Academy and its environment.
- To arrive on time for the Academy day, lessons and all other scheduled activities in the Academy 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 and to maintain a healthy and active lifestyle.
- To comply with any sanctions.

Any infringement to the expectations of the Academy 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 Academy will encourage parents to work in partnership with the Academy and we 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 Academy, behaving well within the Academy and when travelling to and from the Academy 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 planners, our expectations of what constitutes good behaviour and the standards we expect.
- Publish, operate and update sanction guidelines to promote consistency. Please see the Appendix.
- 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 Academy systems e.g. postcards home.
- Place students with behaviour difficulties in the Learning Support Centre and/or Referral. The purpose of these facilities is to help the students to improve their behaviour and relationships, rehabilitate and ultimately, re-integrate (in a staged way) into mainstream.
- 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 interrupt 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.

OVERVIEW OF REWARDS, STRATEGIES AND SANCTIONS

- **Epraise** – reward system for students where they can earn points for effort, behaviour and achievement that is over and above expectation. When a student earns 50 points, they are entered into a prize draw. Any student who has no X points during a week will also be entered into a prize draw.

- **Postcards** – postcards are sent home for students whose behaviour or progress exceeds expectation
- **Positive phone calls** – the Year team will phone home where students behaviour exceeds expectation
- **Praise letters** – praise letters are sent home by the year team for excellent behaviour, progress and achievement
- **X system** – X's are given to students by staff, where behaviour falls below expectation
- **E14 break/lunch time detention's** – E14 detentions are issued when a student has received a negative behaviour point (X's)
- **After school detentions** – students who accrue two or more X points in a week will be given an after school detention on a Friday
- **Referral Centre** – the referral centre is where students spend time working if they receive multiple negative behaviour points, or if they have been removed from a lesson
- **Learning Support Centre** – the learning support centre is for those students who need structured behavioural or emotional support before being reintegrated back into the main Academy setting
- **Fixed Term Exclusion** – exclusions are issued for serious offences against the Academy code of behaviour
- **Permanent Exclusion** – permanent exclusion is only used where the student's return to the Academy would seriously prejudice the education of other students in the Academy or where there is good reason to believe that the student's return would place the safety of other students and/or staff at serious risk.

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 Academy expects our Sixth Formers to understand that the Academy is a place of work and learning, to occur in a quiet and civilised manner. This recognises the rights of other members of our Academy community to work without interruption and distraction. When Sixth Formers are not taking part in timetabled lessons private study will take place. Sixth Formers are expected to use their time effectively. Sixth Formers should also actively seek to become ambassadors within the Academy, becoming prefects, mentors and positive role models to the younger Academy community.

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

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 planner 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 the Academy often have consequences that occur outside Academy hours and off Academy premises. Please be reassured that we will deal with all cases of alleged bullying if they involve our students. Sanctions will extend to permanent exclusion in the most severe or repeated cases.

Students are encouraged to talk to their Form Tutor, Head of Year, Pastoral Manager or any other adult they feel confident with in respect of any/every incident. If students find it difficult to report any bullying concerns

directly to a member of staff they can send an anonymous e-mail to 'antibullying@johnport.derbyshire.sch.uk' or just 'antibullying' if sent in the Academy and the safeguarding team, in particular, the lead person for anti-bullying on the team will act upon the information.

EXCLUSION ARRANGEMENTS

The Principal (or a member of the Senior Leadership Team (SLT) under the direction of the Principal) holds the right to exclude students for what it considers to be transgressions of the behaviour code or behaviour that falls below our expectations.

There are two types of exclusion available to the Academy. These, and typical reasons for their use, are

Fixed term

- to provide a "cooling off" period following a particularly disruptive incident
- a punishment following a serious offence or at the culmination of a series of offences against the Academy code of behaviour
- a serious breakdown in relationships between student and the Academy

Permanent

- where the Principal determines that the student's return to the Academy would seriously prejudice the education of other students in the Academy or where there is good reason to believe that the student's return would place the safety of other students and/or staff at serious risk
- where the behaviour/s are significant enough to permanently exclude a student.

Principals should ensure that a clear distinction is made between fixed term and permanent exclusions. At the time of the exclusion, the Academy must inform those who have parental responsibility;

- That the student has been excluded from the Academy.
- The reasons for the exclusion.
- Whether the exclusion is for a fixed period (which must be specified) or permanent
- Whether the exclusion will result in the student losing an opportunity to take any public examination.
- Of the parent's right to make representations to the Discipline Committee of the Governing Body.
- That any representations to the Discipline Committee of the Governing body should initially be made in writing to the Principal, who may keep a copy before passing the representations to the Discipline Committee.
- That any representations made by them to the Discipline Committee of the Governing Body will be included with a record of the student's exclusion, on the student's Academy record.

When informing parents about an exclusion it is necessary to include not only the person with whom the child lives but also each person known to the Academy as having parental responsibility (providing there is no court order prohibiting such involvement).

Following the Education & Inspections Act 2006, parents are now responsible for keeping children indoors during exclusions. Parents of children found in a public place during Academy hours, without reasonable justification can be subject to a fixed penalty notice.

John Port Spencer Academy follows the statutory guidance produced by the Department of Education 2017 entitled *Exclusions from maintained schools, academies and pupil referral units in England*. The full guidance document can be found here: <https://www.gov.uk/government/publications/school-exclusion>

APPENDIX

IMPORTANT ACADEMY RULES (this list is not intended to be exhaustive and applies to and from the Academy)

- 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 that 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.
- **We reserve the right to search students where it is suspected that a student is in the possession of a banned item in the Academy**
- No incitement to violence, threatening and/or aggressive behaviour (in severe or repeat cases this may lead to permanent exclusion).
- Photographing or recording of staff or students without permission is strictly prohibited and may lead to exclusion.
- No swearing, inappropriate language or defiance.
- 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).
- No smoking.
- Chewing gum is prohibited.
- 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 to be worn. No other piercings or tattoos. Religious jewellery is accepted in moderation. No other jewellery except a plain watch.
- Make up is not permitted in school. Nail varnish and false nails are also not permitted in school.
- Hairstyles must be conventional: not exaggerated, lined, or coloured.
- 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.
- Only small amounts of money (less than £10) should be brought to the Academy 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.

GUIDELINE SANCTIONS

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

Action Taken

Implemented by

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 planner
 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 and subsequent E14 detention

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 Stephenson
 Referral to Head of Year or Pastoral Manager
 Friday/Monday after school detention
 Head of Year or Pastoral manager Detention
 Exclusion from Academy activities
 Head of Year or Pastoral Manager meeting with Family
 Pastoral Support Plan
 Referral to SEN

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

Placement in Learning Support Centre
 Placement In Referral Centre
 Referral to Vice Principal
 Referral to Head of Academy
 Senior Leadership Meeting with Family

Senior Leadership
 implementation

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.