



Glenmoor & Winton Academies

High Achievement – High Standards

Part of United Learning

Behaviour Policy

Glenmoor & Winton Academies Behaviour Policy

This policy sets out the expectations of behaviour at Glenmoor and Winton Academies to ensure that all students and staff are safe and able to thrive in a positive learning environment in keeping with our core aims and values to bring out the 'best in everyone'.

The policy also enables teachers to comply with teaching and learning standards set out by the DFE which states that all staff have a responsibility to; promote good behaviour, self-discipline and respect, prevent bullying and create positive and effective learning environments.

This policy should be read in conjunction with the Academy Reward Policy, Sanction Policy, Uniform Policy and Anti-Bullying Policy.

This policy has been developed in keeping with the following legislation and guidance for schools in relation to behaviour, safety and welfare;

- Education Act 1996
- School Standards and Framework Act 1998
- Education Act 2002
- Education and Inspections Act 2006
- Education Act 2011
- <https://www.gov.uk/government/publications/school-uniform>
- <https://www.gov.uk/government/publications/searching-screening-and-confiscation>

This policy also acknowledges the Academies' legal duties under the Equality Act 2010, in respect of safeguarding and in respect of students with special educational needs (SEND).

Aims:

- To provide a safe, secure environment where all members of the community can flourish, thrive and feel a sense of belonging and fulfil their potential
- Plan to ensure that the Academies keep abreast of new legislation and guidance in relation to behaviour and discipline
- Ensure that appropriate behaviour is a thread that runs through activities and departments across the Academies and that all staff are aware of the behaviour and reward systems
- To promote self-discipline, regard for authority and a fair, safe learning environment for all
- To promote a positive environment of praise, reward, celebration and encouragement
- Monitor and provide information regarding behaviour incidents, action and impact based on data
- Monitor, challenge, record and address effectively and appropriately any incidents arising

To achieve these aims we will:

- Ensure that all stakeholders and members of the community are consulted on the development, review, evaluation and impact of relevant behaviour improvement plans, procedures and policies
- Provide analysis in order to ensure all students (including micro-populations) are being well supported in displaying behaviours in keeping with the Academies' ethos and expectations
- Ensure that the wider academy curriculum makes explicit and implicit provision to promote and celebrate positive behaviour and reward
- Employ systems to maintain a high standard of behaviour and respect for others throughout the Academies
- Ensure that any incidents of discrimination/ unacceptable behaviour are recorded, monitored and addressed appropriately – information will be reported to other stakeholders where appropriate
- Engage parents at every opportunity by phone, interview, email etc. so that both staff and parents/carers can work together to support students in behaving appropriately and in a way that does not impact on achievement or safety
- Encourage a positive relationship with parents/carers; ensuring that all are aware of expectations which will be shared in the Home/Academy agreement and signed by both parties

The way in which people conduct themselves within any community will dictate the extent to which that community is able to achieve its objectives. As a learning community our objectives are to:

- ensure the health and safety of all students and staff
- create a happy and purposeful atmosphere
- ensure that each student is able to access, contribute to and benefit fully from all learning opportunities
- maximise the life chances of all our students

It is imperative, therefore, that students, staff, parents and governors are aware of, understand and subscribe to these expectations; that all parties work in a mutually supportive manner to ensure successful outcomes in each of the above respects.

This policy document identifies those qualities and actions which will enable us to realise our collective aspirations. It identifies:

- how our community will feel
- what our community will look like
- expectations in terms of behaviour which promotes learning and the characteristics of the same
- how good behaviour and individual and collective endeavour may be recognised, fostered, nurtured and cherished
- examples of unacceptable behaviours and how these will be addressed
- the nature of student support systems
- liaison with parents and others agencies
- expectations relating to each of the stakeholders involved in the educating process

How does our community feel?

- The prevailing ethos is a welcoming one, where care and consideration inform and reflect our commitment, our collective attitudes, sense of purpose and aspirations
- Everyone, staff and students alike, feel safe and happy
- Relationships based upon mutual respect and concern for each other reflect a recognition of the fact that the 'way we are with each other' will influence to a significant degree, just what we are able to achieve both as individuals and as a community
- A sense of openness prevails and we all demonstrate a sense of pride and confidence in our Academies; a sense of personal and collective growth and achievement; a desire to share with others our work, our successes and our sense of community

What do our Academies look like?

- The appearance of each individual reflects our clear uniform policy and the importance we attach to and the pride we take in personal appearance. The expectation of the Academy is that every student will conform to the standards set out in Academy policies
- The site is always clean, there is an absence of litter in corridors, classrooms and around the external areas of the site
- Corridors and classrooms are bright and well maintained
- Displays on notice boards are attractively presented and regularly updated as appropriate
- When moving to assemblies or waiting to attend any other activity, there will be silence and the normal courtesies are observed
- Everyone moves around the corridors and the site in an orderly manner and keeps to the left on the corridors
- There is no shouting or anti-social behaviour in classrooms or when moving around the site either on the way to or from lessons or to or from lunch
- There is an atmosphere of care and consideration for others
- Staff greet/ acknowledge each other and students around the site
- Behaviour in classrooms allows the teacher to teach and everyone to enjoy and benefit from their learning opportunities. Enjoyment, participation, endeavour and success are features of all classrooms
- Listening and learning skills are well developed
- Students pay attention to what others have to say, are respectful of the views and opinions of others and understand how acting in this way is an important part of the learning process
- Name calling, 'put downs' and incidences of bullying are rare and are dealt with or referred immediately to ensure incidents are dealt with quickly and effectively. Staff will endeavour to resolve the situation swiftly or refer on to key staff to reach a satisfactory conclusion

Behaviour - what do we expect?

Outstanding behaviour, effective discipline and a safe and orderly environment are key if our young people are to feel safe, happy, motivated and able to learn. Where teachers, parents/carers and students all understand and support the Academy behaviour policy and uphold their respective responsibilities in lending their support to it, our students are able to thrive and be successful.

Attendance – what do we expect?

- It is expected that students strive to maintain 100% attendance
- Parents are expected to call the designated attendance officer on the morning of any illness before 09.00 am
- No permission will be granted for holidays/planned periods of absence during term time (unless medical and supported in writing by a medical professional)
- For more information about attendance please refer to the attendance policy at the Academies

Expectations

The Senior Leadership Team (SLT):

Members of SLT will support all staff in promoting learning and positive behaviour through:

- conducting regular 'Learning Walks' throughout each Academy day
- recognising excellence in terms of learning, engagement and supportive behaviour
- actively supporting the isolation and Gateway facilities
- following up and offering support/advice both to staff and students

Teaching Staff

Securing good behaviour is central to learning and teaching and 'vice-versa'. High standards of teaching and clear expectations of learners will promote improved behaviour, whilst improved behaviour will promote and support effective learning.

Good teaching and learning will:

- promote engagement of students
- provide every individual with the opportunity to 'shine'
- enable students to understand the nature of learning
- enable students increasingly to recognise and take responsibility for the development of their own learning through engaging with learning activities and reducing the chances of disruptive behaviours.

It is an expectation of all teaching staff to:

- be ready to welcome students at the door to the classroom on arrival and similarly, offer words of praise and encouragement as they leave (presence at the classroom door, also enables staff to adopt a monitoring role as students move past their respective classrooms – all students are expected to line up in silence outside the classroom prior to entry and ensure that the correct uniform is worn correctly)
- construct and follow a seating plan for each class

- be aware of the individual needs of students as described in the inclusion register
- plan lessons with due regard for the different dispositions, abilities and needs of all students
- create a stimulating, purposeful learning environment
- clearly identify, share and review intended learning outcomes for each lesson
- recognise, value and reward effort and achievement
- mark work on a regular basis, offer feedback and targets for improvement for students to respond to
- address any negative behaviour that reduces the opportunity for all students to achieve their potential by utilising the isolation facility
- follow processes identified through behaviour templates in a consistent manner
- share with parents / carers successes or concerns relating to their child's performance at the Academy
- log on Arbor database both positive and negative events noting, as appropriate with details of the subsequent actions taken

Please also see the Academy Teaching, Learning & Assessment Policy

Student Expectations

- Arrive promptly for the beginning of each lesson. If there has been an unavoidable delay, this must be supported with a note from the member of staff with whom they have been talking/meeting
- Arrive at each lesson with the basic equipment including pens, pencils, a ruler and a calculator plus any specific equipment required for that particular subject and 'READY TO LEARN'
- Wait outside the classroom in a silent orderly line
- Be seated quickly, on entering the classroom, according to the seating plan which is non-negotiable
- Act at all times with courteous and considerate behaviour which promotes a positive learning environment
- Show care and respect for other people and their property and leave the classroom in a clean, safe condition for those who follow. Community service will be used as a sanction for any property related breach of the behaviour policy and in cases of criminal damage the cost will be passed to the parents/carers
- Ensure that mobile phones are switched off during the Academy day and kept out of sight at all times – any mobile phones seen will be confiscated by staff, and taken to the Alternative Curriculum Centre to be collected by parents/carers only. Staff at the Academies will not be held responsible for the loss or damage to any phones. Mobile phones will not disrupt the learning potential and social development of any child at the Academies
- Follow instructions from staff the first time asked
- Please see our policy on uniform and our expectations on students. In line with government guidance <https://www.gov.uk/government/publications/school-uniform> students are asked to wear the correct uniform correctly at all times whilst in the buildings (trainers used for sporting activities at break times must be changed prior to re-entering the building). Students may be asked to make immediate minor adjustments to incorrect uniform. To uphold the high

standards of appearance throughout the Academy day students will be issued with a GW first impressions card. This card must be carried with them at all times;

- If challenged for incorrect uniform, staff will sign and date their card, highlighting the breach of the uniform policy identified
 - Repeated failure to take opportunities to rectify and adjust uniform correctly will result in 3 signatures on the card and a subsequent internal isolation session being sanctioned
 - If lost, damaged, forgotten, a new card will be issued to students and two signatures added
- Represent the Academies in a positive manner within the community and on school trips – students are expected to behave in an outstanding manner whilst in Academy uniform on their journeys to and from the Academies – behaviour that affects the safety and well-being of students or tarnishes the outstanding reputation of the Academies will be dealt with appropriately and a review of any further off site trips or opportunities to take place

Parents/carers

It is a clear expectation that:

- parents/carers will work with the Academy and the Academy with the parents to ensure that their child's behaviour is their best and to be celebrated; that their child arrives punctually and is ready to learn
- parents will be asked to support the Academies' Behaviour Policy and sign the Academies' Home-Academy Agreement at the beginning of each academic year
- The Academy reserve the right to charge parents/carers for all exam entries in cases where persistent absence, persistent poor behaviour is exhibited by their child

For further information, please see the DCSF parent guidance booklet 'Working together for good behaviour in schools' which is available on request from the Academies.

The Physical Environment

It is a clear expectation and entitlement that:

- all classrooms will provide a safe, clean, stimulating and informative learning environment
- all classrooms will be left in a safe, clean and tidy state at the end of each lesson by both students and staff

Building an Academy ethos and sense of identity through positive relationships, participation and recognising and rewarding success

- Staff as role models, and interact well with students who feel valued and respected
- Positive relationships are generated through staff and students feeling safe and comfortable in each other's company. Staff take and find opportunities to enquire after students' wellbeing
- Staff greet/acknowledge students at the beginning and end of the Academy day and the beginning and end of each lesson
- Students are provided with opportunities to take on leadership roles and to recognise and feel part of the Academy eg. Roles of Prefects, House Leaders, Student Council Representatives, participating in external competitions, representing the Academy through competitive sports events; supporting the Academy and acting as hosts on Parents' Information Evenings, Parents' Consultation Evenings, Transition Days, Quiz Nights and any other associated activity

Mobile Phones

Students are permitted to keep them in their possession, but must be switched off and kept out of sight at all times. Any phone seen at any time on the Academies site will be confiscated and parents/carers informed.

- Mobile phone use including the use of ipods and headphones is prohibited throughout the Academies
- Responsibility for the safekeeping of the phone belongs to the student
- At all times, student mobile phones must be switched off during the Academy day (8.00am – 4.00pm)
- Failure to submit a phone when asked will result in the student being excluded for a fixed period of time until parents/carers are met with by the relevant member of staff

Recording and reporting of Incidents

Incidents of students' misbehaviour and action taken are recorded electronically on Arbor.

The pastoral and inclusion teams monitor reported incidents taking actions and making referrals to SLT and other stakeholders as appropriate.

Misuse of substances

The Academy is committed to the health and safety of its stakeholders and will make every effort to safeguard their well-being.

A drug is any substance which affects the way in which the body functions either physically, emotionally or mentally. It includes legally available substances such as alcohol, tobacco, caffeine and solvents; over-the-counter and prescribed medicines, e-cigarettes and illegal drugs.

The Academy will search students when there is reasonable evidence to suspect that they are in possession of a harmful or controlled item or substance, whether legal or illegal. If the Academy finds any illegal substances, they will always be handed over to the police.

The Academy will sanction students who bring offensive, harmful or illegal substances into the Academy. *Please see our separate exclusion policy.*

Students caught smoking on the premises will receive immediate isolation and a possible fixed term £50 fine reduced to £30 if paid within 14 days for being in possession of or caught smoking on the premises.

Additional sanctions may be applied if deemed necessary which may result in permanent exclusion from the Academies.

Bullying/ racial/ homophobic/ hate incidents

Incidents of bullying, racial or homophobic nature will be recorded and monitored separately in keeping with the 2010 Equality Act. Appropriate action will be taken to support both the perpetrator and the victim and such incidents will be reported to stakeholders as appropriate. *Please see our separate Anti-bullying policy.*

Searches

Teachers have the authority to search students where they reasonably believe that they are in possession of any of the items listed below. Please refer to <https://www.gov.uk/government/publications/searching-screening-and-confiscation>

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen or missing items
- Tobacco and Cigarette papers
- Lighters
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been or is likely to be used to commit an offense or cause personal injury or damage to another person or property.

If any of the above are found to be in a student's possession the items will be confiscated as they form part of the governments list of prohibited items. Weapons and knives and extreme or child pornography will always be handed over to the police. For other items, the teacher will use professional judgement to decide if, when and to whom to return a confiscated item.

The Education Act also enables teachers to search for any banned item including items which could disrupt the classroom such as MP3 players, iPods and phones.

A student's possessions (any goods over which the student has or appears to have control such as bags and lockers) may be searched. Force should not be used when conducting a search.

Extent of the search

When a search is required, there will be two members of staff present. The leading member of staff conducting the search must be the same sex as the student being searched and be a member of the Senior Leadership Team or Head of Year. On an off-site activity, the Group Leader is authorised to search students at that location.

The witness (second person) who, where possible, must be a member of staff should be, again wherever possible, the same sex as the student being searched.

The member of staff leading the search would be required by the Academy to provide a statement of the search and the reasons for it for future reference. All staff have on-going authorisation to be the witness of a search. During an off-site activity temporary authorisation is given to non-employees who are named adults supervising students on trips to be a witness to a search.

Staff are not authorised to conduct an "intimate search" which requires the removal of non-outer clothing. The Police will always be called if an intimate search is required as they have the legal powers required.

Confiscation

Any of the above named items can be confiscated by Academy staff. Further items which are also banned in the Academy and may also be confiscated until an appropriate time for it to be returned includes but is not exclusive to hoodies, jewellery or fashion bags. Any dangerous, illicit, explicit and illegal items/substances will not be returned and may be given to the police for further investigation/intervention.

Powers to Discipline students when not on Academy premises

Teachers have statutory authority to discipline students for misbehaviour which occurs in the Academy and, in some circumstances, outside of the Academy. The power to discipline also applies to all paid staff (unless the Principal says otherwise) with responsibility for students, such as teaching assistants.

The teacher may discipline a student for any misbehaviour when the student is: taking part in any Academy-organised or Academy-related activity, travelling to or from the Academy, wearing the Academy uniform or in some other way identifiable as a student at the Academy. For example, immediately before or after the school.

Teachers will act appropriately whenever student's actions could have repercussions for the orderly running of the Academy, poses a threat to another student, themselves or member of the public or could adversely affect the reputation of the Academy.

Allegations against Staff

Allegations against staff should be reported immediately to the Academy's Designated Child Protection Officer, Vice Principal or Principal. The Principal will direct a formal investigation. During this time staff may be relieved from duty. The Principal/ Local Governing Body will take appropriate action in relation to the findings of any investigation involving members of staff.

Allegations against the Principal will be reported directly to the Chair of the Local Governing Body and United Learning southern regional director.

False allegations will be addressed appropriately under the direction of the Principal.

Leadership, Management and Governance Responsibilities: The Local Governing Body

Governing bodies have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children this would include;

- Ensuring that the Academy complies with this policy from its implementation
- Ensuring that the Academy's policy and its procedures and strategies are carried out and monitored with appropriate impact assessments informing future plans
- Ensuring that they are informed regularly of analysis of incidents of unacceptable behaviour and the impact of actions to address issues arising
- Governors will support the Academy in maintaining high standards of behaviour and ensure that this policy is implemented in a fair, effective and non-discriminatory way
- The Chair will reasonably consider any appeal against a decision made in relation to this policy

Responsibilities - Principal/ Senior Leadership Team

- To implement the policy, its strategies and procedures and ensure that all stakeholders are aware of this policy and have access to it
- The Principal/ Senior Leadership Team will work to maintain high standards of behaviour and ensure that this policy is implemented in a fair, effective and non-discriminatory way
- Ensure that all staff receive appropriate support, continued professional development and are supported in the implementation of this policy
- To respond appropriately to any complaint made to the Academies in relation to this policy by students and/or parents/carers

- Ensure that any incidents of poor behaviour or bullying are dealt with and recorded appropriately
- Report to governors regularly regarding any incidents, student support in relation to this policy and its impact

Responsibilities - All Staff

- Be vigilant in all areas of the Academy in relation to any type of poor behaviour, harassment and bullying and ensure that appropriate and fair action is taken in relation to any incidents
- Take appropriate action in response to incidents arising and record all incidents on the Academy's management information system
- Be a role model for students and treat all other staff and students with respect in keeping with the values of the Academies
- Be consistent in the application of this policy and feedback to the senior leadership team any relevant points regarding the effectiveness of this policy or behaviour management procedures

Breaches of the policy will be rigorously followed up using appropriate procedures and reported to the Local Governing Body at the earliest opportunity.

Responsibilities – Parents/Students

Parents/carers will be informed of the Academy's expectations and will be expected to support the Academy in developing a safe and effective learning environment through its behaviour policies.

- Parents/ carers are expected to read and sign the Home-Academy agreement and act in accordance with it
- Where parents/ carers have an issue with the management of behaviour in the Academy they are expected to raise their concerns appropriately in keeping with the Complaints Procedure
- Students are expected to behave appropriately and respectfully towards all other members of the community and take responsibility for their own actions when they have failed to do so
- Students are expected to work positively with the Academy staff to engage with strategies that may be put into place to support them in improving behaviour for learning
- It is an expectation that our staff are treated with respect. We will not tolerate the verbal abuse of our staff and such cases will be treated in a serious and swift manner

Search online for the archived DfE document 'Working together for good behaviour in schools' which provides useful information for parents to support managing children's behaviour at school.

Policy Planning and Development

Views of stakeholders will be taken into consideration in the implementation of this policy. There will be a systematic review of the impact of policies within an appropriate time scale.

Monitoring and Quality Assurance

Target setting, reporting and analysis of data will continue to ensure that all students are supported to fulfil their potential, stay safe and be taught in an environment where learning is not disrupted.

Quality assurance procedures for monitoring will be in keeping with agreed systems and evidence of implementation will be found in Academy improvement plans, lesson plans, schemes of learning, Arbor event records and data collection systems.

Data collected will be used to inform further Academy planning, target setting, decision making and measuring the impact of the Academy's Behaviour Management protocols.

This process will be continuously developed and monitored by the senior leadership team.

Consultation and Implementation

If we are to realise our objectives and develop a value-based rather than a rule-based community, it is important to realise that the movement from one to the other is both current and ongoing. Commitment and consistency at every level at which we operate are key here.

The opportunity offered to all members of the Academy community to contribute to the process of reviewing and revising the Behaviour Policy is equally important. Whilst it is not possible to accommodate everyone's specific recommendations, every attempt has been made to ensure that individual concerns have been considered and reflected to some degree in this document.

Clear understanding, shared commitment and consistency in terms of implementation are also key. Rules need to be understood by all and administered fairly and consistently. Poor behaviour should be dealt with and good behaviour recognised and rewarded.

The link between Learning and Teaching and behaviour has been made explicit through this policy document. Well planned lessons and enthusiastic, expert delivery will result in engagement which in turn, will significantly reduce the likelihood of poor behaviour. However, where students are not engaged, teacher responses need to be measured and delivered in a manner consistent with the guidance offered through the Learning and Teaching and Behaviour Policies.

The Behaviour Policy document is an evolving document that is regularly reviewed to respond to changing circumstances to meet the aims of United Learning and the Academy.

Please also refer to our separate Rewards Policy, Exclusion Policy and Sanctions Policy.

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