



## Behaviour Policy

Name of policy or procedure	<b>Behaviour Policy</b>
Staff/student group to whom it applies	All staff and students
Distribution/how to access	For staff via staff area and website For parents/carers via website
Issue date	February 2017
Last review date/who reviewed	September 2019 / KGR
Next review date/who to review	September 2020
Approved by/date	Approved/adopted by full governing body on 30.01.2020
SLG responsibility	Executive Headteacher
Contact for further information	Vice Principal

## Equality Impact Assessment Tool

Name of Policy: Behaviour Policy

		Yes/No	Comments
1	<b>Does the policy/guidance affect one group less or more favourably than another on the basis of:</b>		
	Race or ethnicity	No	
	Disability	No	
	Gender	No	
	Religion or belief	No	
	Sexual orientation	No	
	Age	No	
2	<b>Is there any evidence that some groups are affected differently?</b>	No	
3	<b>If you have identified potential discrimination, are any exceptions valid, legal and/or justifiable?</b>		
4	<b>Is the impact of the policy/guidance likely to be negative/</b>	No	
5	<b>If so, can the impact be avoided?</b>		
6	<b>What alternatives are there to achieving the policy/guidance without the impact</b>		
7	<b>Can we reduce the impact by taking different action?</b>		

## **Chantry Academy**

### **Behaviour Policy**

Our Academy core values and behaviour expectations (see appendix one) are set out in the students' Learning Companion and are supported by codes of conduct that inform behaviour and attitudes both in and out of the classroom (see appendices two and three).

Learning is our core purpose for all our students. We recognise that students will only progress and do their very best if they are provided with excellent teaching and the skills to be effective learners in engaging with this offer (see behaviour for learning guidance). We therefore strive to work with

- all staff through professional development to consistently achieve a high standard of teaching, in a calm and well-organised learning environment, as well as
- all students to develop the skills to manage their own behaviours and take responsibility for learning.

We do this in partnership with parents/carers and responsibilities are highlighted in our home school agreement (see appendix four).

Our behaviour expectations are vital in helping every student to achieve success. It is therefore considered the responsibility of all the Academy community to teach, model and reward high standards of behaviour that meet agreed expectations, investing time in developing a rapport with students that is characterised by trust and confidence. In particular, senior staff, by their visible presence around the Academy, will set the tone and lead by example. A team approach, recognising individual qualities and skills, is fundamental in working towards achieving common goals and agreed standards for all students.

In our ambition to equip students with the skills and confidence to learn, we use a student leadership programme – Valued - (see appendix five) - not only does this focus students on what an 'outstanding student' looks like but also provides a reward structure for those students who get it right and act as role models to their peers. The VALUED Award allows students to demonstrate how they meet our core values within school and as members of the local community.

Alongside this, students are also rewarded for excellent attendance (95%+ in the green) and punctuality since we know that those students who attend regularly and on time, achieve more and perform better.

These activities are also reinforced by a rewards points system, recorded on GO4Schools, that recognises a student's contribution to learning in each lesson, ranging from routine (R1) to excellent (R2) and exceptional (R3). The criteria appear in appendix six.

However, there will be times when students disengage from learning, fail to meet Academy expectations and get it wrong and, as a result, their behaviour and attitudes disrupt the learning of others as well as the students concerned. When this occurs, a consequences system is used, ranging from a formal warning (C1) to

relocation to work in a different class (C2). C1s and C2s are also recorded on GO4Schools. The criteria appear in appendix seven.

In the case of extreme behaviour a C3 will be issued, resulting in isolation. Staff issuing a C3 must complete a C3/Serious incident record sheet (Appendix eight).

At all stages in the consequences system, it is the Academy's aim to work with parents/carers to seek solutions, identifying why disengagement is occurring and to achieve a better understanding of the needs of the student and how these might be met. During this process, the services of the pastoral, SEN and inclusion teams may be accessed, as appropriate, as well as external support agencies, if a situation demands this level of intervention. Where it is considered helpful, a panel meeting will be set up including relevant school staff and other professionals to agree strategies to collectively work with the student and family to bring about improvement.

However, it is expected that, in most cases, a restorative meeting set up between the staff member(s) involved and student will enable recurring issues to be resolved and a behaviour contract re-established that will be monitored over time. The parent/carer may be asked to attend such a meeting, if initial discussions fail. At all times, these meetings will be used as a learning opportunity to teach and model desired behaviour and attitudes.

Appendix nine sets out the process of student and family support and challenge, both at a pastoral and subject level and highlights the range of interventions that are used to support the student to get back on track with learning and progress.

It is a legal requirement, that the governing body, as part of its support and challenge role, endorses this policy. To strengthen involvement, governors, in their routine visits, will also provide feedback to senior staff of their perceptions of behaviour in the Academy, both in and out of the classroom.

This policy will be reviewed annually and its development is responsive to staff, student and parent/carer feedback, as well as that of governors.

This policy should be viewed alongside our teaching and learning, SMSC, anti-bullying, equal opportunities, attendance and safeguarding policies, as well as our behaviour for learning guidance. The latter is informed and reviewed by student voice.

## Expectations

As a valued member of the Academy community students must adhere to our expectations at all times.

To feel safe and comfortable we must	take care that our actions and words do not upset others or make them feel unsafe, including how we use information technologies within and outside the Academy.
To be treated with respect we must	look after each other's feelings in what we say and what we do.
To learn without interruption we must	ensure our behaviours and actions do not interfere with the learning of others.
To communicate and be listened to	we must make contributions ourselves and respect the ideas and opinions of others.
To be valued for our achievements	we must recognise and celebrate the achievements of ourselves and others.
To use, share and care for the Academy facilities and equipment	we must take care of our Academy environment through disposing of litter appropriately, looking after Academy equipment, and respecting the Academy premises and facilities.

## Conduct

All students need to follow the Academy code of conduct.

- To arrive at the Academy by 8.25am
- To wear correct uniform at all times
- To be punctual to Tutor time, assemblies and lessons
- To bring all appropriate equipment
- To stay on Academy premises at all times unless permission is given
- To use polite and courteous language at all times
- To move around the Academy premises in a calm and sensible manner
- To ensure no banned, illegal or harmful substances/items are brought into the Academy
- Items that cannot be brought into the Academy are:
  - Cigarettes/lighters/matches/e-cigarettes/vapor cigarettes
  - Aerosols
  - Fizzy drinks including caffeine stimulants
  - Drugs or drug related items
  - Alcohol
  - Any objects deemed to be inappropriate
- To welcome all visitors to the Academy
- To promote a positive impression of the Academy at all times
- To follow all procedures covering mobile phones, internet and other technologies
- To take account of the needs of our local community when arriving and leaving the Academy.

### **How we keep this Academy safe**

- Chantry Academy is a non-smoking site.
- Dangerous and/or illegal substances and items are prohibited. Individuals bringing such items onto the premises may be prosecuted.
- Visitors are welcomed to the Academy through reception.
- Visitor badges should be displayed while on site.
- Everyone is expected to help maintain a safe and clean environment.
- We encourage physical activities in the appropriate spaces. Students should be mindful of the safety of others from their activities.
- We welcome students remaining on site after Academy hours to attend a wide range of organized activities and sporting events. It is expected that everyone respects the site outside normal Academy hours, including weekends and Academy holidays.

**Please Note:** We encourage students to bring bottles of water into the Academy particularly during the warmer months. However, squash, fruit juices and fizzy drinks are not encouraged and cannot be consumed during lessons.

## The Home/Academy Agreement

### The Parents / Guardians will do their very best to:

- See that their child attends the Academy regularly, on time and is properly equipped for all lessons (i.e. black pen, pencil, ruler, rubber and maths equipment)
- Notify the Academy before 8.30am on the first day of absence if their child is unwell
- Let the Academy know about any concerns or problems that might affect their child's work or behaviour
- Support the Academy's policies concerning behaviour and uniform
- Support their child's studies in carrying out the homework policy and checking and signing their child's planner on a weekly basis
- Attend Parents' Evenings and discussions about their child's progress in order to work with the Academy to ensure they achieve their very best.

Signed: \_\_\_\_\_  
(Parent/Guardian)

### The Academy will do its very best to:

- Care for and respect the needs and rights of all students
- Work towards achieving its written aims
- Contact parents if there is a problem with attendance and punctuality
- Work with parents to solve any problems that could affect the student's work or behaviour
- Provide a well taught, balanced curriculum and meet the individual needs of each student
- Set, mark and monitor classwork and homework and check and sign planners on a weekly basis
- Arrange Parents' Evenings and send home reports according to the Academy calendar dates
- Keep parents informed about the Academy activities through regular newsletters.

Signed: \_\_\_\_\_ (Tutor on behalf of the Academy)

### The Student will do their very best to:

- Attend the Academy every day, on time and in uniform
- Bring all the equipment they need each day
- Do their classwork and home work to the best of their ability
- Support the Academy's rules, rights and responsibilities
- Respect the rights of all members of the Academy community to feel safe and comfortable
- Make the most of opportunities the Academy provides
- Be a credit to their parents, the Academy and themselves at all times through their behaviour and achievements.

Signed: \_\_\_\_\_ (Student)

# Student Leadership

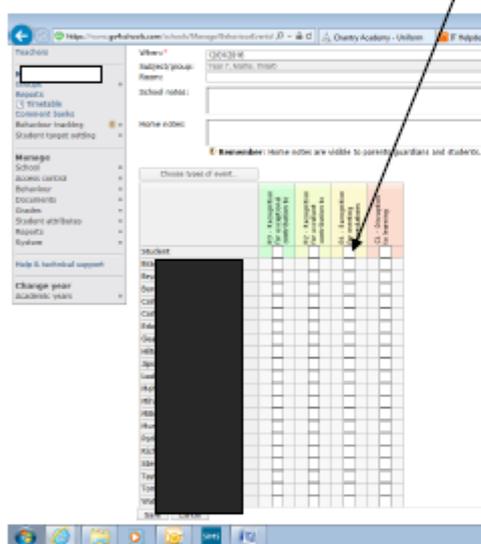
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### Chantry Academy rewards system

**"No student should leave a lesson with zero points".**

Every student's presence must be recognised in every lesson that they attend. This can be a positive 'Recognition' (R1, R2 or R3) or a 'Consequence' (C1, C2, C3) applied for disruption to learning.

Teachers should record this on GO for every lesson - using the 'Record Group Behaviour' link **this is very quick as one click will award the whole group a point**. Students who were absent from the lesson or those who received a formal consequence (C1, C2, C3) should be unchecked.



Using this routine should mean that the vast majority of students should receive an R1 in every lesson. Two to three students might receive an R2 per lesson whilst a teacher might award one or two R3s each day (if they teach a full timetable).

An R1 (+1) is awarded to students in recognition of them meeting basic expectations – they have turned up and got on with learning.

An R2 (+2) is awarded to a student who makes an excellent contribution to learning – this might be through answering a difficult question or explaining a challenging concept. It could be through contributing well to group work or completing a piece of work above usual standards. All R2s must be awarded for learning related behaviours. Being helpful to the teacher (e.g. handing out or collecting equipment) is not what an R2 is for. **This should be awarded in addition to an R1.**

### Chantry Academy rewards system

R3s (+5) are awarded in recognition of an exceptional contribution to learning. This might be awarded to a student whose work is way above the standard expected. It could be for a student who has provided support and guidance to the learning of others through demonstration of their own skill and understanding. Teachers should ensure that these are only used to recognise exceptional learning in order that the value of this award is maintained.

**This should be awarded in addition to an R1 when appropriate.**

**If a student deserves an R3 they should receive an R3 and an R1 (but not an R2 as well).**

**Students will receive one informal warning about their behaviour.**

*How is your behaviour affecting others? Is your behaviour acceptable according to our school rules?*

**C1 – Formal warning**

This is recorded on GO.

**C2 – Relocation to work in a different class**

- Not with the same year group.
- You must take work with you to complete whilst relocated.
- At the end of the lesson you will continue with your normal timetable.
- If you are in years 7-9 you must attend a 30 minute detention after school in designated room.
- If you are in years 10-11, this detention is 45 minutes long.
- A text message is sent home informing your parents that you have been removed from a lesson for causing disruption and that you have a detention.
- The teacher also logs the C2 on GO.

**C3 – Serious incidents such as major disruption, extreme defiance or dangerous behaviour will result in you having an immediate isolation.**

- Your parents will be informed and you will be expected to stay in isolation until 4pm.
- Your Head of Year or Year Manager may decide that you need additional days in isolation and other consequences might also be necessary.

**At the C2 detention:**

- Your teacher will come and talk to you about why you were removed from the lesson – you should be able to say how you will prevent the behaviour from being repeated.
- You must show the work you completed in relocation to your teacher. They will talk this through with you to make sure you have understood the tasks.

**After the C2 detention:**

- Your teacher contacts home that evening to confirm why you were removed from the lesson.

If you receive a second C2 in one day, you will be expected to spend time in isolation but will attend the C2 detention as normal.

If you receive two or more C2s in one week your Head of Year or Year manager will contact home in order to discuss their concerns and you may have more serious consequences put in place.

## Consequence (C) System

### One informal reminders about expectations

- “Your behaviour is affecting the learning of others, so you now need to get on with...”
- “Your behaviour is not acceptable according to our school rules, continue with the work you have been directed to.....”
- “You understand the expectations....”
- “Be that as it may...”

### C1 - Formal **warning**

**This should be logged on GO** and student informed “you have been warned I now need to give you a C1 because you are continuing to disrupt learning, now focus on your work’

### C2 - Relocation to work in a different class

- Teacher emails ‘[CA1stResponse@chantryacademy.org](mailto:CA1stResponse@chantryacademy.org)’ stating the student’s name, room and ‘C2’. If email is not possible phone or send a student to the office who will contact inclusion staff.
- Inclusion staff radio person on 1st Response duty and request they remove student from lesson.
- Duty person relocates to another class - not with the same year group if possible
- The class teacher will send work with the student to be completed during that time.
- At the end of the lesson the student will continue with their normal timetable.
- 30 min detention set for after school. Text message sent home by inclusion staff.
- Students in Year 10 and 11 receive a 45 minutes detention.
- Class teacher logs on GO.

At the C2 detention: Teacher and student have a restorative conversation and discuss the way forward and review the work completed during relocation.

Teacher contacts home that day to confirm why the student was removed from the lesson.

If a student receives a second C2 in one day, they will have a ½ day in isolation.

3+ C2s in one week: HOY contacts home to discuss concerns and sets up appropriate interventions.

### C3

This should only be used for major disruption or urgent **health & safety** issue.

C3 = Isolation.

**Problem Behaviour/Situations Recording Form**

Date:	Day:
Time:	Duration:

**Name of pupil:**

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**With whom:**

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**Situation:**

A. Antecedent – What happened before the incident

B. Behaviour – What then actually happened