



Thomas Hepburn
Community Academy

Behaviour for Learning Policy

Approved by Governors:

November 2017

Chair of Governors signature:

A handwritten signature in black ink, appearing to be "Kris Lavery".

Governors Committee Responsible: Achievement & Climate

Lead Governor: Kris Lavery

Nominated Lead member of staff: Martin Wood (Vice Principal Behaviour for Learning)

Next Review Date: November 2018

Behaviour Policy

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1. Mission Statement

Our aim is to establish the highest possible standards of behaviour at Thomas Hepburn Community Academy. This is important so that the school has an environment that is always a warm, caring, friendly and happy place where learning can flourish. Although for most the time students' behaviour around the school is good; there are occasions when students do not meet the Academy Expectations. Every lesson should be characterised by a relentless focus on learning, free from distractions. Every student and every member of staff should be able to feel relaxed and happy, confident that their working environment is one where people are kind, courteous and respectful always.

We have very high expectations of our students and a belief that every student can meet them. The rules are only there because we need them to help us make sure learning can happen in the best possible conditions. Everyone must follow the rules so that the systems work and everyone benefits.

At school, in every situation where there are rules, students either choose to follow them or they make a choice to break them and face the consequences. The rules must be clear and the consequences must be consistent for this to work and that is our aim in implementing this system.

2. Aims

The Academy behaviour policy aims to:

Reflect the values expressed in the Mission Statement.

Make clear the positive and constructive rules of conduct as agreed by the board Governors, staff, parents/carers and Students.

Set out the framework for rewarding good and responsible behaviour and the procedures to be followed and sanctions to be applied should behaviour not meet the Academy expectations.

3. Expectations

When arriving at school in the morning:

- All students must arrive before 0830am
- Students should ensure that they are dressed in full school uniform
- All Students must remove their outside clothing and place it in their lockers
- All students are to head towards their designated area to line up
- When the teacher in charge indicates, all students should stand silently, face the front and await instructions

At lesson change students, will:

- Move quickly and quietly between lessons in to one side
- Go directly to their next lesson
- Line up outside of their classroom

At the start of lessons students will:

- Be on time
- Have the right equipment and books for the lesson
- Follow the learning structures

During lessons students, will:

- Respond promptly to the signal for attention
- Follow instructions from all staff when given
- Remain on task as directed
- Follow the learning structures

At the end of lessons students will:

- Make sure the room is clean and tidy before leaving
- Put chairs underneath the desk neatly
- Wait until they are dismissed by the teacher at the classroom door

At lunch time students, will:

- Go to the dining area for their lunch
- Behave in a mannerly way whilst waiting and whilst eating
- Consume all food in the dining area

At the end of the lunch break students will:

- Proceed quickly and quietly to the designated area to line up

At the end of the day students will:

- Go directly to the gate and exit the site in an orderly way if they have no prior commitments with a member of staff
- Not gather in large groups in the community (on corners) and cause a disturbance
- Conduct themselves in a respectful way to members of staff and the public whilst on their journey home

4. Student code of conduct

1. Always be on time.

2. Be equipped for lessons (this includes PE kit).

3. Only use electronic devices outside of the purple line.

4. Wear full and correct uniform at all times.

5. Follow these simple rules in every lesson:

- Respond promptly to the signal for attention
- Follow instructions from all staff when given
- Remain on task as directed
- Follow learning structures

6. Remain in your classroom unless directed otherwise by your classroom teacher.

7. Move around the school safely, in to one side and quietly.

8. Eating and drinking should take place in the dining area or in the designated areas of the

playground. Put all chewing gum in the bin before entering the school site.

9. In the dining room, playground and outside of the school grounds:

- Put litter in the bin
- Clear away all litter, plates and cutlery after using the dining room
- Queue respectfully at lunch
- Follow all instructions from members of staff without argument
- Do not smoke in school uniform or in the vicinity of the school grounds
- Appropriately and respectfully use the toilet facilities.

10. In line with the existing school Code of Conduct and safeguarding policy, there are several behaviours that will be dealt severely. These include:

- Blatant defiance, including walking away when being spoken to by any member of staff
- Violence of any kind
- Abusive language to any staff member
- Racist, sexist or homophobic language
- Harassment or bullying
- Anti-social behaviour: spitting, graffiti, vandalism
- Damage to property or theft
- Any acts in public that brings the school into disrepute
- Any crime relating to violence, drugs or carrying weapons.

5. Student Uniform

Uniform

See detail on website.

<http://thomashepburnacademy.org/parents/working-with-parents/uniform-equipment>

Students that do not meet the Academy uniform policy will be working separate to the rest of the student body until adjustments are made that re-comply with the uniform policy.

Failure to follow a reasonable request to wear replacement uniform may result in a fixed term exclusion.

6. Rewards

At Thomas Hepburn Community Academy, we believe that good behaviour is best promoted and developed by drawing attention to, and rewarding, well-behaved students.

Rewards are awarded for the full range of effort and achievement in all areas of Academy life, and for displaying excellent attitude and behavior for learning. In this way all Students have the means to receive positive recognition and taste success for surpassing the basic expectations of the Academy. Students are rewarded for excellent attendance throughout, and the end of, the academic year.

Excellent attitude and behaviour for learning are acknowledged in various ways, such as:

- Verbal praise
- Comments in exercise books
- Personal praise
- Class charts points
- Mention on the Academy website
- Displays of work
- Rewards trips and visits

7. Sanctions

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).

EL1: A first warning, firmly given. This is a signal that a student's behaviour is unacceptable and is affecting learning and therefore needs to be changed. For an EL1, a student's name will be listed on the EfL poster and logged appropriately. If no further problems arise, no further action is taken.

EL2: The second formal warning. This indicates that the student is on the edge of a significant consequence and is continuing to affect the learning taking place in the classroom and must comply with the rules without fail. Again, the student's name is listed and logged appropriately. The EL1 and EL2 consequences are only used in classrooms and allow teaching staff to refocus students on learning as firmly and as quickly as possible. At this stage teachers will reiterate the consequence of receiving an EL3.

EL3: The final classroom sanction. Students will complete a same day detention for 30 minutes after school in the main hall. This may also be referred to as an EL3 Detention (EL3D).

C4 Re-location: If a student is disrupting the learning of others, the student will be relocated to the reflection room. A same day detention will be issued for 30 minutes after school.

Reflection: If a student is relocated to the reflection room, they will undertake a reflection task. The aim of this is to reflect upon their behaviour choices and understand how poor behaviour can affect their own learning and the learning of others. If this task is completed to a good standard and it is deemed the student is ready to reintegrate, they will return to their normal lessons. An EL3 detention will be completed on the same day in the main hall.

If a student returns to the reflection room for a second time in one day, they will be issued with a C5 and be sent to the consequence room for the remainder of the day.

C5 Consequence room: If a student is relocated to the reflection room twice in one day or refuses to follow a reasonable request from a member of staff they will be sent to the consequence room where they will remain for the full day.

Consequence room: Under strict supervision, students who repeatedly fail to meet the Academy expectations will be required to sit in isolation in silence. This is a very serious sanction. It signifies that the student has made choices that are unacceptable within our community. Consequence room gives them an extended chance to reflect on the choices they have made. Students who misbehave during their time in consequence room will receive a fixed term exclusion and have to repeat the day upon their return.

C6 Exclusion: Parents will be contacted to inform them that a fixed term exclusion has been issued.

Fixed term exclusions are issued to a student where previous attempts to improve behaviour or previous sanctions have been tried but failed.

Fixed term exclusions can also be given consequently for the following:

- For physical/verbal abuse to others within the school
- Persistent bullying
- Use of banned substance (including e-cigarette)
- Assaults
- Persistent refusal to follow instructions
- Intimidation of staff or students
- Safeguarding incidents
- Refusing to follow reasonable requests
- Refusing to follow the consequence system
- Walking away from senior staff

Students who cause repeated disruption will enter the waves of intervention and be supported by the pastoral team.

After exhausting all other avenues, or following extreme behaviour, the Principal can decide to permanently exclude a student.

Mobile Phones: Using phones and other smart devices will result in confiscation of the item. If a student has a device confiscated then we will only return the items to parents/carers. If students choose to break this rule, they have made a choice to cause their parents/carers the inconvenience of attending school to collect the item. Refusal to cooperate with a confiscation will result in a fixed term exclusion.

Smoking: Smoking onsite or within the vicinity of the school grounds before or after school will result in an automatic C5 sanction being issued for the same day. Any cigarettes or tobacco products will be confiscated and destroyed. E-Cigarettes are banned items and will be confiscated. They will only be returned to parents/carers who can collect them from school reception only after 3:00pm.

8. Detention procedure

The Education and Inspection Act 2006 gives schools the legal backing to detain pupils after the end of a school session on disciplinary grounds

EL3 detentions will be on the same day for 30 minutes in the main hall.

If a student does not attend this detention they must do a 60-minute detention the following day.

Failure to attend the 60-minute detention will result in being placed into the consequence room and complete a same day detention during their stay.

9. Drug education

Thomas Hepburn Community Academy has a separate Drug Misuse Policy

10. Restraint

All staff designated by the Headteacher will be entitled to use reasonable force where necessary to restrain Students from:

- Committing an offence
- Causing a personal injury
- Damaging Property
- Prejudicing the maintenance of good order and discipline of the school

This follows the guidance given by DFE on “The Use of Reasonable Force”.

Where force has been used, a record of the actions will be attached to the incident report and recorded appropriately.

11. Screening, searching and confiscation

Thomas Hepburn Community Academy follows the DfE guidelines (2011) and Education and Inspections Act (2006) on screening, searching and confiscation, however we do not currently screen students.

Without Consent Search

It is a criminal offence to have a knife or offensive weapon on school premises (it is a defense to be carrying one for educational or other lawful purpose). If a young person is suspected of carrying a weapon, the Academy has the authority to do a without consent search. The Academy has decided to carry out searches with consent only and if a Student does not consent to a search then the Academy will opt for one of the following:

- Call the police to carry out the search or
- Send the young person home as unauthorised absence (not classed as an exclusion)

With Consent Search

The Academy has the authority to carry out a search for weapons, items which have been stolen or which may be used to carry out an offence. Where student consents to a search the following protocol will be observed:

- Two members of staff will be present
- The Student will be questioned first
- If questioning confirms suspicion, the Student will be asked to surrender the item
- If suspicion remains then the Student will be asked to remove outer clothing and to empty bags, pockets etc. At no point will an intimate search or 'patting down' take place
- Searches will take place in privacy where possible and will be sensitive to race, culture, religion etc.

After the search:

- The incident will be recorded on SIMS and parents informed. Governors will be informed annually of the number of searches
- The item will be confiscated
- If the confiscated item is illegal the Police will be informed and the item delivered to them as soon as possible.

Information regarding searches will include:

- Name, Year, Sex and ethnicity of Student searched
- Grounds for search
- Time and Place
- Who carried out the search
- Who else was present
- How the search began and progressed
- Students response
- Outcomes and follow up actions

Nominated senior members of staff are eligible to carry out searches.

12. Social Media

- Any use of social network sites on the Academy network will be monitored using relevant software. If there is a suspicion of anything inappropriate, information will be recorded to review and take action if necessary.
- If inappropriate or defamatory comments are posted about a member of staff or the Academy, the relevant behavior procedure will be implemented.
- Thomas Hepburn Community Academy has a separate social media policy

13. Taking into account the individual needs of students

The following groups of vulnerable students may at some point require the adults in school to take account of their individual needs and circumstances when applying the school's behaviour policy. (Appendix B)

Minority ethnic and faith groups, travellers, asylum-seekers, refugees and Students who need support to learn English as an additional language (EAL), Students with special educational needs and Children looked after by the local authority.

Sick children, Young carers, children from families under stress, pregnant schoolgirls and teenage mothers and other Students at risk of disaffection and exclusion.

14. Monitoring and review

Thomas Hepburn Community Academy's Behaviour Policy will be reviewed annually by the Vice Principal for Behaviour for Learning.

APPENDIX B

TAKING ACCOUNT OF INDIVIDUAL STUDENT NEEDS

The following are examples of unfortunate situations, which schools should avoid. They illustrate the importance of sensitivity to individual needs. Some of the inappropriate school responses described here contravene legislative requirements and could result in the school's actions being subject to challenge.

1. A Student is admonished for failure to follow a long and complicated instruction given by an adult, but the Student has speech and language difficulties, and cannot process complex language. A more appropriate response would be for the adult to make instructions short and clarify understanding by asking the child to repeat them.
2. A Student is put in detention because he would not look at his teacher when being told off. The teacher interpreted this as disobedience and disrespect, but in this Student's culture it is considered disrespectful to look an adult in the eye. A more appropriate response would be to understand that the Student was attempting to show respect.
3. A looked-after Student is sent out of class after an emotional outburst. This happens despite the staff member being aware that the Student had been told by her social worker the night before that her foster family could no longer keep her and that she would shortly be moving to another family and school. A more appropriate response would be to use a pre-agreed means for the Student to take herself to a place where she could calm down, and if necessary talk to a sympathetic listener.
4. A Student on the autistic spectrum is disciplined for making personal comments about an adult's appearance. The Student has no sense that such comments can be hurtful and should be avoided. A more appropriate response would be for the adult to tell the Student that the comment was hurtful and inappropriate, to inform the Student's key worker or the SENCO, but not apply a sanction.
5. A refugee Student dives under the desk at a sudden noise that reminds him of a terrifying event in his past. Other Students laugh and the teacher, thinking he is playing the clown, requires him to miss the first ten minutes of his break time. A more appropriate response would be to let the class know there are special circumstances and offer the Student reassurance and support.
6. A Gypsy/Roma child is put on report for speaking in a seemingly over-familiar way to a teacher when he had not previously had expectations made clear to him, had no intention of being rude but was simply using the register considered appropriate in his culture. A more appropriate response would have been to explain and demonstrate to the Student what is expected in school, and consider involving the Traveller Education Service in providing support.