

Armfield Academy “An Academy to be Proud of”

Behaviour Policy

Reviewed: September 2021

Next Reviewed: September 2022

Armfield Academy

Behaviour Policy Introduction FCAT Academies have at their heart a firm commitment to putting the needs of children first. Policies and practice promote an environment conducive to learning, ensuring high achievement for all young people, irrespective of their differing needs. The Academy Council believes that students should be encouraged to adopt behaviour that supports learning and promotes good relations. Poor behaviour and low level disruption threaten the rights of young people to an effective education and can lead to people feeling unsafe, bullied, intimidated, or threatened.

Armfield Academy acknowledges its legal duties under the Equality Act 2010 in respect of safeguarding and in respect of students with special educational needs (SEN).

Students learn best in an ordered environment. This can be achieved when expectations of learning and behaviour are high and their consequences are made explicit and applied consistently. The self-esteem of all students is enhanced by praise, reward and celebration. This policy is based on recognition of the rights, rules and responsibilities of all members of the school community, the importance of clear and consistent classroom routines which are always adhered to and a culture of rewards for success.

Purpose - To create a positive, purposeful teaching and learning environment through:

- enabling all staff to feel confident in their responsibility for the effective management of student behaviour
- encouraging students to develop and maintain positive relationships with both their peers and adults characterised by mutual respect
- the provision of opportunities for students to fulfil their potential in both a social and academic context whatever their age, gender, ethnicity, attainment and background.
- helping students to understand that they have a choice in how they behave and that there are consequences for their chosen behaviour
- a system of rewards and graduated sanctions for students related to both academic progress, success and behaviour

Expectations All members of the Academy have the same rights, responsibilities and rules:

Rights

- To feel safe at school
- To learn to the best of their ability
- To be treated with respect

Responsibilities

- To ensure that you allow others to feel safe at school
- To ensure that you allow everyone to learn to the best of their ability
- To ensure that you treat everyone with respect
- To have excellent attendance and punctuality

Rules

I will respect other people and their property

- I will do as I am asked by all members of staff
- I will be well-mannered and helpful at all times
- I will attend lessons in full uniform, on time and 'ready to learn'
- I will not refuse any reasonable request from a member of staff

PAUSE reminds us all of the most important rules of the academy:

P = Punctuality to School and to lessons A = Attendance at School U = Uniform worn in the correct manner each day S = Safe & Sensible Behaviour E = Expectations and Examination

Success

Behaviour Management system

These procedures support an ethos based on shared aims and mutual respect where boundaries are clearly defined and where the individuals feel valued. These procedures reflect the fact that there are aspects of behaviour, which can be taught, and that in general the use of praise and rewards and the opportunities in the curriculum have a great effect in motivating students.

A huge emphasis is placed at Armfield Academy on encouraging positive behaviour. Everyone, staff and students, is aware of the necessity and benefits of working together to ensure a calm, ordered, secure and happy environment. We recognise that the vast majority of students contribute positively to an environment in which effective learning can take place. However, there are pupils who, despite help, support and encouragement, do not respect this ethos and seek to disrupt the learning of others. In such cases it becomes necessary to take decisive action, to involve parents/carers and impose sanctions.

Positive Reinforcement Strategies Another way of tackling poor behaviour is to use language in positive terms so that you are not focussing on one individual's behaviour when everyone else is

behaving appropriately.

Class Teacher should:

- Praise and encourage
- Give class charts awards in line with lesson objectives
- Recommend Principal's award
- Positive marking
- Have displays

Heads of Faculty, House, Subject Leaders and all staff should:

- Praise in front of whole class
- Communicate with parents – letters / phone calls
- Assemblies
- Give verbal praise
- Give Class Chart Points, Pride and House Points
- Recommend Principal's award
- Have corridor displays
- Give Faculty / Phase group rewards

Classroom Plan for Challenging Negative Behaviour

- Where appropriate ignore and praise someone else
- First time rule / expectation is broken – State rule / expectation as a reminder, warn the student of potential consequences
- Second time rule / expectation is broken – warning, detention given for break or lunch.
- Third time rule / expectation is broken – Issue an after school detention, informing parents of the detention duration. Faculty route or SLT from there.
- Continued misbehaviour – Referral to next stage. Isolation, exclusion etc.
- Ensure certainty of consequence

A range of therapeutic interventions are used daily in support of all pupils who may need extra support throughout our school day.

Consequence system

‘Behaviour points’ are not a replacement for good classroom management techniques and will not compensate for poor teaching and/or unstructured lessons.

Stage Consequence

B1 - First Warning for negative behaviour, verbal warning

B2 - Continued negative behaviour, detention (break or lunch) or other sanction issued

B3 - Continued negative behaviour Removal from lesson to buddy, faculty. Detention to be issued.

B4 – Serious incident or failure to comply with B3. SLT removal. Isolation internally.(Internal bubble isolation per year group)

Then - fixed term exclusion or other sanction issued

Refusal to follow a reasonable request or school rules e.g. wearing the correct uniform or to follow a seating plan, will result in a consequence.

Childhood Trauma

At Armfield Academy we have a developmental approach to working with children that supports their emotional and social wellbeing. Working closely with our counsellor we use the latest research in neuroscience, attachment theory and child development, drawing on research into the role of creativity and play in developing emotional resilience. Knowledge of social and emotional learning supports the school in planning experiences, activities and opportunities and reinforces our understanding that learning happens across the whole day, especially during break times where less structured interactions enable pupils to develop their social and emotional learning and apply skills that are vital for healthy development. We recognise that it is important for our staff to understand where a child is in terms of their mental and emotional health and this approach supports staff with how to differentiate their relationship with children in order to support their development. It also gives basic guidance so that some change can be made through understanding where the child is functioning from and practical activities, which facilitate the development of this relationship. Learning to be skilful in relationships and ready for challenges requires experiencing, descriptive feedback, reflection, modelling and teaching from adults and peers. Bubble/Staff meetings assist us with the ongoing dialogue of support for our pupils with trauma. Addressing early emotional developmental needs builds resilience, decreases the risk of mental illness, prepares children to take their place within a community and equips them to be ready and willing to learn. Life events can introduce episodes, which become interruptions to some children's development. It is our aim, through our counsellor and case workers to ensure our staff are supported in creating a differentiated provision in response to the need of our individual pupils. With a programme of continuous development, our vision is for all our staff to receive regular training and to use this insight to build healthy development, encourage pupils to increasingly self-regulate and embed strategies in social and emotional learning and positive behaviour choices, therefore underpinning academic progress. The PRIDE centre and Reflection Room has allowed some space for the therapy to occur.

Internal Isolation

Some students during their time at Armfield Academy will be in need of additional support. These varying needs may include the following:

When a pupil disturbs the learning of others, the teacher has the option to send the pupil to isolation in order allow the others in class to continue with their learning.

- Withdrawal from identified (by teacher and/or student) individual/few lessons that have been problematic for short term respite (for teacher and student) with eventual repair, rebuild and reintegration
- Withdrawal from individual/few lessons for longer term, usually following short term, but where repair, rebuild and re-integration have failed. Total long term withdrawal may be a very occasional strategy
- Isolation from other students within the Academy as part of a consequence for misbehaviour. This will also include withdrawal of normal break and lunchtime privileges. This will include students who have been given a fixed term exclusion from school, containment for full day as either a consequence for truanting or positive prevention of further truanting

The emphasis for all the above situations needs to be on 'refocus and redirection'. The aim will be to create a busy purposeful unit where real learning and the acquiring of good working habits is taking place.

Other possible support needs may include the following:

- withdrawal from all lessons in the short term for students experiencing temporary issues
- integration into school from other schools (managed moves)
- positive placements to support learning or coursework
- to support other academies' behaviour management systems

Fixed term exclusion 'Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports headteachers in using exclusion as a sanction where it is warranted.'

(DfE 'Exclusion from maintained schools, Academies and Pupil Referral Units in England 2012)

All decisions to exclude are serious and only taken as a last resort or where the breach of the Academy rules is serious or persistent. The following are examples of serious breaches:

- Failure to comply with a reasonable request from a member of staff.

Failure to wear Academy uniform which has been provided (where possible) for a student who is incorrect uniform is regarded as failure to comply with a reasonable request. Updated uniform information is available on school website.

- Breaches of health and safety rules
- Verbal abuse of staff, other adults or students

- Possession of drugs and/or alcohol related offences
- Failure to comply with the requirements of the ‘Consequence System’
- Wilful damage to property
- Homophobic or racist bullying
- Bullying
- Sexual misconduct

Theft

- Making a false allegation against a member of staff
- Behaviour which calls into question the good name of the Academy, including when this takes place off the school premises
- Persistent defiance or disruption
- Minor assaults or fighting that is not premeditated or planned
- Other serious breaches of Academy rules

Permanent exclusion

A decision to exclude a pupil permanently should only be taken:

- in response to serious or persistent breaches of the school’s behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school’.

(DfE ‘Exclusion from maintained schools, Academies and pupil referral units in England 2012)

The Headteacher will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a child for a first or ‘one-off’ offence. These offences might include:

- serious actual or threatened physical assault against another student or a member of staff
- sexual abuse or assault
- supplying an illegal drug
- possession of an illegal drug with intent to supply
- carrying an offensive weapon
- making a malicious serious false allegation against a member of staff
- potentially placing members of the school community Armfield or the public in significant danger or at risk of significant harm

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the Academy community.

Cases where our headteacher may permanently exclude a student include:

- one of the above offences; or
- Persistent disruption and defiance including bullying (which would include racist or homophobic bullying) or repeated possession and/or use of an illegal drug or drug paraphernalia on school premises.

Guidance on Offensive Weapons The Academy has determined that, in addition to legislative guidance, any knife, irrespective of length, constitutes an offensive weapon and should not be brought into the Academy. In addition to knives; axes, BB guns, air guns, GATT guns, catapults, slings, etc., will also be deemed to be offensive weapons. Other types of offensive weapons will include lengths of pipe, bats, other blunt instruments, or items judged by the Principal or the Academy Council to be carried with the intention to inflict injury on another individual – this would include blades removed from pencil sharpeners, etc.

In addition, the Academy Council also considers the following to be serious incidents may result in the permanent exclusion of a student:

- Deliberate activation of the fire/evacuation alarm without good intent
- Repeated or serious misuse of the Academy computers by hacking or other activities that
- compromise the integrity of the computer network
- Repeated verbal abuse of staff
- Persistent disruption and defiance that may or may not be directly linked to the Consequences system

E safety Whenever a student infringes the e-Safety Policy such as cyber bullying, the final decision on the level of sanction will be at the discretion of the school leadership. This includes e-safety incidents which may take place outside of the academy, but is linked to membership of the Academy. All breaches of the e-Safety Policy will be recorded and referred to the Designated Safeguarding Lead.

Examples of sanctions are:

- referred to Headteacher
- contact with parents/carers
- possible exclusion
- refer to PCSO
- e-safety officer
- Refer to the Police

Screening, searching and confiscation Academy staff can search pupils with their consent for any item. Headteacher and staff authorised have the power to search pupils or their possessions, without consent, where they suspect the pupil has a “prohibited item”. Prohibited items are:

- knives and weapons

- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- literature promoting extremist views
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Use of reasonable force All academy staff have the right to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

The Headteacher and staff authorised can use such force as is reasonable when searching a pupil without consent for prohibited items except where the search is for an item banned by the school rules.

Malicious allegations against students or staff The Academy views these extremely seriously and will always be investigated by the Headteacher or their representative and appropriate action will be taken.

Beyond the School Gates The school also expects all students to behave well in our community beyond school and to enhance their personal and the school's reputation. The school will respond, using its existing sanctions framework, to any incidents of (non-criminal) bad behaviour and/or bullying it is aware of, where it has jurisdiction to do so. This may include misbehaviour when:

- i) Taking part in any school - organised or related activity
- ii) Travelling to or from school
- iii) When wearing school uniform
- iv) They are identifiable as a student at the school

Or misbehaviour at any time, which could:

- i) Prejudice the orderly running of the school
- ii) Pose a threat to students/s or a member of the public
- iii) Adversely affect the reputation of the school. As part of this the school may also liaise with the Police and/or PCSO.

For further information: <http://www.legislation.gov.uk/ukpga/2011/21/contents>

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<http://www.direct.gov.uk/en/Parents/Schoolslearninganddevelopment/index.htm>

www.education.gov.uk www.bbc.co.uk/schools/parents

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