

William Lovell Church of England Behaviour Policy



**William
Lovell**
Church of England
A C A D E M Y

William Lovell Church of England Academy

BEHAVIOUR POLICY

The Governing Body has determined the principles that inform this policy and endorses the appropriate, consistent and fair application of the measures set out here. The Behaviour Working Party formed October 2015 at William Lovell Academy have provided the framework for this policy.

Statement of Intent

William Lovell Academy aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experience it offers to all its pupils..

William Lovell Academy is committed to setting high standards of behaviour and personal responsibility and will operate a 'Restorative Approach' to resolving conflict and improving student behaviour and staff-student relationships. We are ambitious for all our students and will recognise and reward positive behaviour and celebrate their personal achievements. Poor behaviour will always be challenged; where appropriate, sanctions will be applied consistently and fairly in order to reinforce the need for excellent conduct and a willing readiness to learn.

Core Values

Our core values underpin all that we do. Truth, Justice, Forgiveness, Generosity and Respect. These core values should form the basis of all our behaviour management conversations and strategies.

What the law states

Overview

- Every school must have a behaviour policy
- Parents and carers can ask for a copy of the behaviour policy (available by contacting the school office or on the school website)
- The behaviour policy must list the rules of conduct for pupils
 - before and after school;
 - as well as during the school day.

The policy must say what the school does to prevent bullying.

Sanctions

- The law permits various punishments (sometimes called 'sanctions').
- The Headteacher has the legal right (which she may delegate to designated staff) to impose all sanctions outlined in this policy without the agreement of parents or carers.
- Teachers have statutory authority to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school.
- The power to discipline also applies to all paid staff (unless the head teacher says otherwise) with responsibility for students.
- Teachers can confiscate students' property.

Detention

- Parental consent is not required for detentions
- The academy does not have to give parents notice of after school detentions.
- The academy does not have to explain the detention BUT we believe nevertheless that it is good practice to do this.

Physical contact

- Academy staff can use reasonable force to control and restrain students. Training will be provided for all staff.

Expressing concern about a sanction

- Parents and carers have the right to raise their concerns.
- If the sanction involves a fixed period or permanent exclusion then separate processes for making representations apply (see below).
- Disagreement with the imposition of a sanction is not itself grounds for complaint. However, if there is sufficient evidence to consider possible misconduct in the application of a sanction then this is grounds for complaint.

Raising the concern

- If a parent or carer disagrees with a sanction their child has received, they should contact the people below in the order given:
 - the member of staff who imposed the sanction
 - the relevant team leader – pastoral learning stage leader or department leader
 - senior leadership team
 - the headteacher

If after the steps above have been followed and a parent or carer is still not satisfied then:

For sanctions falling short of fixed period or permanent exclusions:

- Parents and carers have the right to make a complaint to governors (please refer to the separate Complaints Policy for further details).

Fixed period exclusions or permanent exclusions:

- Representations about the imposition of a fixed term or permanent exclusion are not dealt with under the Complaints Policy. The Governing Body has a duty to consider representations. Statutory guidance sets out the process that will apply, depending on the level of sanction applied. Parents and carers will be advised of these writing at the time the sanction is applied.

In Short:

For sanctions which result in a fixed term exclusion of five days or fewer in one term:

Parents and carers have the right to make representations to the governors but they do not have the right to appeal against the imposition of a sanction or have the sanction overturned. There is no requirement for a meeting to be convened.

For sanctions of one or more fixed period exclusions totalling more than 5 and not more than 15 school days in one term:

The governing body must meet within 50 school days after receiving notice of the exclusion, but only if the parent requests a meeting.

For Sanctions which result in permanent exclusion or fixed term exclusions totalling more than 15 school days in one term:

The governing body must meet to consider the sanction within 15 working days' notice of the sanction. Parental representations must be considered. Parents and carers have the right to appeal against the imposition of a sanction or have the sanction overturned.

Roles and responsibilities

Everyone is expected to uphold the policy and its principles consistently and fairly; ensuring that they meet the needs of all individuals. Academy staff work to prevent bullying through the curriculum and the pastoral system. Any form of bullying is treated seriously and may be dealt with through sanctions, through restorative means or a combination of both depending on the victim's wishes.

1. The Governing Body will establish, in consultation with the Head Teacher, staff and parents, the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to pupils and parents, is non-discriminatory and that expectations are clear. Governors will support the school in maintaining high standards of behaviour.
2. The Head Teacher will be responsible for the implementation and day-to-day management of the policy and procedures. Support for staff faced with challenging behaviour is also an important responsibility of the Head Teacher.
3. Staff, including teachers and support staff, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Staff will model the policy to students, treating them fairly and with courtesy. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Head Teacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Head Teacher, for creating an environment where high quality learning is the expectation and the norm, for teaching and modelling good behaviour, and implementing the agreed policy and procedures consistently.
4. The Governing Body, Head teacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexual orientation.
5. Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour, and will have the opportunity to raise with the school any issues arising from the operation of the policy.
6. Students will be expected to take responsibility for their own behaviour and made fully aware of the academy policy, procedure and expectations. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported, and the right to be supported and to feel safe when doing so.

Promoting good behaviour

Staff at WLA are committed to the modelling and teaching of good behaviour and recognise that all interactions within the Academy provide the opportunity to model it. This is underpinned by our core values.

Staff recognise that the style of lessons and their content, classroom management, organisation and learning and teaching strategies are all contributory factors to student behaviour. Behaviour for Learning should be embedded in teaching strategies, the table below outlines how we aim to achieve this:

Expectations of staff
Greet students at the start of every lesson
Learning Objectives explained and referred to during the lesson
Set clear boundaries; state expectations
Be fair and consistent
Listen to students and actively value their opinions
Model desired behaviour
Praise
Plan appropriate and differentiated lessons

Expectations of students

- Arrive on time
- Come prepared to work to the best of your ability
- Have all your equipment
- Inappropriate behaviour will not be tolerated
- Expect to be challenged in your work
- Value yourself and others
- Enter and leave rooms sensibly
- Make sure you complete all homework
- Ensure good uniform standards
- Never distract others from their work
- Take responsibility for your actions

ACHIEVEMENT will be used as a model for student expectations – this will be prominently displayed around the academy. All merits and sanctions will be logged using the bullet points above. This will ensure consistent application of expectations.

Students will choose their behaviour. Staff will remind students of this in their interactions with them if they are not following our ACHIEVEMENT expectations. If students choose not to follow our expectations then they are choosing to follow the Behaviour Pyramid.

Rewards

We consider it is important that praise and rewards should have a considerable emphasis within the academy and students will thereby achieve recognition for a positive contribution to school life. Such a contribution includes sound academic work and effort, good behaviour and adherence to the expectations and core values we hold at William Lovell Academy. The attention of our academy should not be limited to those whose academic work is outstanding or to those whose behaviour is constantly poor.

It is expected that good standards of behaviour will be encouraged through the consistent application of our expectations, supported by a balanced combination of rewards and sanctions within a constructive academy ethos.

Students can be rewarded at present in the following ways:

- praise from teachers and other adults
- positive notes in planners
- merit points for good work, attainment, achievement and progress
- merit points for good behaviour and attendance, community spirit
- good news postcards sent home
- phone calls home from for excellent attainment, achievement, progress and attendance
- rewards visits
- year 11 study and support passport

Celebration of Achievement

In addition to the rewards programme achievement will also be celebrated in a variety of ways including letters home, certificates, assemblies and through the Awards Evening.

Sanctions and Restorative Approaches

At William Lovell Academy we believe that the best behaviour management is based upon mutual respect. If staff are confident, well-prepared and give students a challenging and active learning experience then good behaviour will follow. Where sanctions are needed they are best applied by the member of staff concerned, with support from line managers or pastoral learning stage leaders where appropriate. The aim is always to repair and improve relationships whilst enabling students to understand the consequences of their actions.

Students have a right to expect fair and consistently applied sanctions for poor behaviour. Sanctions can be applied for incidents outside of the school grounds e.g. on the way to and from school; on school trips etc. They may also be applied if a student brings the school into disrepute.

An appropriate sanction is one which is designed to put matters right and encourage better behaviour in future. Thus it is inappropriate to punish whole groups for the misdemeanours of a few or to impose a sanction which is designed to humiliate a student or students.

The school endeavours to involve students in the disciplinary process and apply, wherever possible, restorative approaches as the first step to repairing the harm done to the school or others. Restorative approaches aim to resolve conflict in a calm and positive way prior to sanctions. They involve everyone who has been involved in a conflict or difficult situation together to find a way forward. At this meeting, everyone has the opportunity to talk about what has happened, how they have been affected and what needs to happen next. The meeting is structured so everyone has the opportunity to have their say and to listen to others. The next stage is for everyone to agree what needs to happen to put things right and to stop the same thing happening again.

Restorative Approaches is a strategy used by all staff in the Academy with the aim of restoring peace where harm has happened.

Sanctions are more likely to promote positive behaviour and regular attendance if students see them as fair and less likely to be challenged if they are administered as part of a staged response.

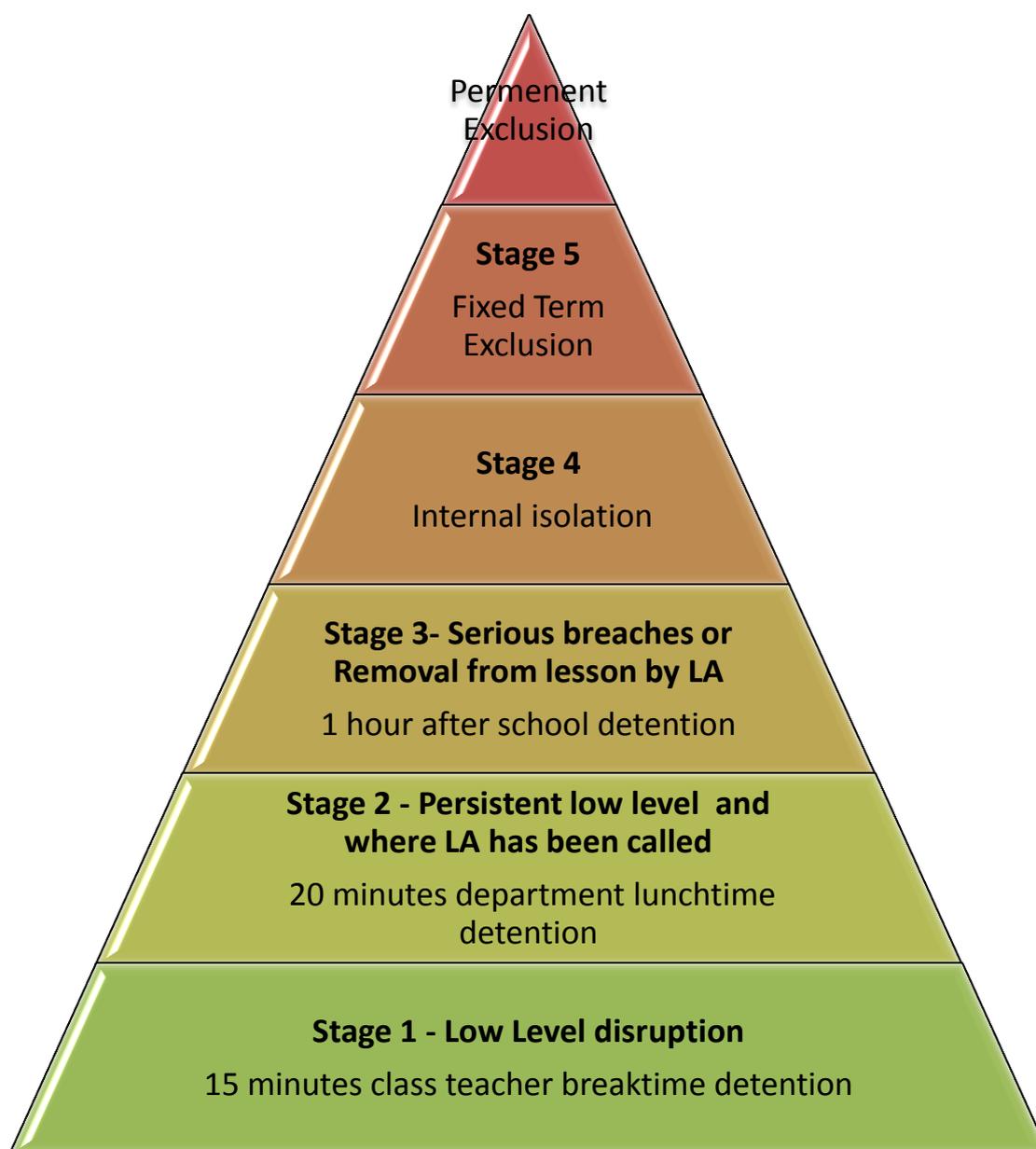
When applying sanctions staff will:

- Follow the Behaviour for Learning Procedures
- Make it clear that they are condemning the behaviour not the person
- Avoid early escalation (where appropriate) to severe sanctions, reserving them for the most serious or persistent misbehaviour
- Avoid whole group sanctions that punish the innocent as well as the guilty

- Take account of individual circumstances
- Encourage students to reflect on the effects of misbehaviour on others
- Apply a Restorative Approach to restore relationships

Having rigid categories of behaviours with associated scales of punishment is not effective. All staff are professional and are encouraged to use their professional discretion. The most effective management of behaviour is undertaken by the member of staff immediately involved. There are a number of strategies that can be invoked dependent on the behaviour being encountered. Outlined below are some examples. These examples are not exhaustive or prescriptive.

Behaviour Pyramid



Behaviour – Stage 1	Strategies available (in no particular order)	Concerns could be referred to
<ul style="list-style-type: none"> • Low level disruption • Off task behaviour • Underperformance • Lateness to lesson • Rudeness/defiance • One-off minor incident • Uniform infringement • Missing/incomplete/late homework • Mobile phone out 	<ul style="list-style-type: none"> • Restorative meeting • An apology • A verbal warning • Asked to leave the classroom briefly • 20 minute break time detention • Contact home 	<p>In most cases the teacher will engage with the student to rectify these behaviours.</p> <p>If these behaviours are noted by more than one teacher then a referral may be made to tutor/Pastoral Learning Stage Leader</p>

Behaviour – Stage 2	Strategies available (in no particular order)	Concerns could be referred to
<ul style="list-style-type: none"> • As above but where persistent behaviours are displayed • Truancy 	<ul style="list-style-type: none"> • Restorative meeting with Department Head or Pastoral Learning Stage Leaders • Parental/carer meeting • Monitoring report • Lunchtime detention 	<ul style="list-style-type: none"> • Tutor • Pastoral Stage Leader • Line manager • Head of Inclusion • SLT •

Behaviour – Stage 3/ 4	Strategies available (in no particular order)	Concerns could be referred to
<ul style="list-style-type: none"> • Poor or inappropriate behaviour in or around the college • Bullying or intimidating behaviour in or outside the college including; verbal, physical or cyber- bullying • Smoking in or outside the college • Behaviour in the community that is not consistent with the college ethos, values and principles • Verbal or physical violence or intimidation • Vandalism including graffiti • Theft • Possession of, use of, or threatened use of, an offensive weapon • Substance (including drugs and alcohol) possession, abuse or dealing • Behaviour that endangers self or others 	<ul style="list-style-type: none"> • Restorative meeting with Middle or Senior manager • Parental/carer meeting to set behaviour targets • Monitoring report • After school detention • Pastoral Support Plan (PSP) • Referral to the local PRU (Pupil Referral Unit) • Referral to BESD Coordinator for 1:1 support programme • Internal Exclusion • Fixed term exclusion • Permanent exclusion • Contact Police 	<ul style="list-style-type: none"> • SLT (Senior Leadership Team) • /Head of Inclusion • Referral to other agencies; EWS (Education Welfare Service), EP (Educational Psychologist), FASS (The Family Advice & Support Service), FACT (Family, Adolescent and Child team), Learning & Children’s Services. • Contact Police

Some behaviour displayed is extreme and following an investigation may lead to a fixed or permanent exclusion where the headteacher is satisfied this is the correct course of action. Please note, when establishing the facts in relation to exclusion decision the headteacher must apply the civil standard of proof, i.e. ‘on the balance of probabilities’ it is more likely than not that a fact is true, rather than the criminal standard of ‘beyond reasonable doubt’.

How will we support students who are experiencing behavioural difficulties?

Where it has been noted that behavioural concerns are becoming persistent or frequent we will ensure that pre-emptive measures are taken to prevent the escalation of the behavioural difficulties and will offer the following support:

- Discussion of behavioural concerns with the Head of Department
- Discussion with Pastoral Learning Stage Leaders
- Contact with parents/carers at an early stage
- Use of MIS to analyse patterns of behaviour
- Placement on monitoring report using a staged approach
- Pupil Passport system
- Behavioural targets set through PSPs

How will we support parents/carers whose children are experiencing behavioural difficulties?

The relationship between the Academy and home is crucial in both ensuring academic success and in supporting those students who are experiencing behavioural difficulties. All staff at WLA will endeavour to build positive relationships with family members to enable a constructive partnership. Good communication is key and this will include:

- Home school agreement to set out and clarify WLA expectations
- Letters home regarding child's behaviour, including praise and positive feedback
- Parent evenings
- Meetings at request with appropriate member of staff for early intervention
- Referrals made to relevant agencies
- Reintegration meetings after exclusions to avoid future behaviours

How will we support staff in maintaining the expectations of behaviour at WLA?

- Ongoing CPD
- All staff are CRB checked and the school adopts all the guidelines contained in the Safeguarding Children and Safer Recruitment in Education. This sets out the responsibilities of local authorities, schools and FE colleges to safeguard and promote the welfare of children and young people, and details the process for dealing with allegations of abuse against staff.
- Supply teachers, visiting teachers and governors are inducted with full information about WLA expectations and policies.

How will we support students with Autism?

Challenging behaviour is an indication that something is not right in the world of the individual. The behaviour therefore, serves to achieve specific results for the student.

Students on the autism spectrum can present with behaviours that challenge. These behaviours can adversely affect a person's quality of life and resultant opportunities both socially and vocationally.

As an academy we are committed to working with the individual and their families to support them to develop appropriate alternative strategies to communicate their needs.

FACTORS THAT AFFECT BEHAVIOUR INCLUDE:

- **Anxiety:** The behaviour exhibited by people with autistic spectrum disorders is largely governed by the level of anxiety and arousal they experience. If an individual is feeling frustrated and confused they are more likely to behave in an inappropriate manner.
- **Theory of Mind:** because of neurological differences people on the autism spectrum may have difficulty understanding other people's thoughts and feelings which may lead to students not understanding how their behaviour affects others.

- Communication: Difficulties with communication, particularly social communication are key. We will seek to reduce the likelihood of inappropriate behaviour by ensuring that each person has a functional communication system, that those supporting the person individualise their communication system and that our expectations of each individual are appropriate.
- Environment: We will seek to sensitively and imaginatively manage the environments for the young people we support to reduce sources of stress and thereby reduce the need for behavioural difficulties.

This policy has been impact assessed for Workload. Grade – Low