

Behaviour Policy

About this policy

At George Spencer Academy, we believe that all children have the right to the best possible education through an ethos of excellence. Our academy aims to secure this through clear behaviour systems, routines, positive recognition and rewards which are underpinned by our core values:

**WE STRIVE TO BE THE BEST WE CAN BE.
WE SHOW RESILIENCE.
WE ARE SUPPORTIVE.
WE RESPECT INDIVIDUALITY.
WE ARE POLITE, FAIR AND HONEST.
WE HAVE A LOVE OF LEARNING.**

Our behaviour policy promotes our values by providing clear guidelines for the academy to use as our foundation when creating an inclusive learning environment where students can achieve and become ambitious life-long learners.

At George Spencer Academy we share and discuss our behaviour systems and expectations with students. This includes:

- Supporting and teaching students the skills and attitudes they will need to carry them out;
- Communicating and discussing our rewards system with our students and how they will be praised and recognised when they work within the rules;
- Communicating and discussing our negative behaviour system with students and the consequences of not adhering to our expectations.

The Behaviour Policy promotes these expectations by providing clear guidelines for the academy to use as our foundation when creating an inclusive learning environment where students can achieve. Our pastoral systems make clear to students how acceptable standards of behaviour can be achieved and have a clear rationale which is made explicit to staff, students and parents. The procedures will be consistently and fairly applied and promote the idea of personal responsibility and that every member of the academy has a responsibility towards the whole community.

The behaviour systems in place for dealing with negative behaviours that go against our core values and ethos are based on DfE guidelines.

Our Aim

We are an academy with strong moral values which are based on these fundamental aims:

- We respect each other, are self-motivated, disciplined, have a thirst for learning, and a strong sense of pride in belonging to the academy.
- We are committed to providing educational opportunities of the highest equality for all our students and we believe in educating the whole child.
- We have a strong foundation of support and development for all with a fundamental aim of creating vibrant and dynamic learning experiences so every child can strive to be the best they can.
- At George Spencer Academy we are committed to helping every student become the finest person they are capable of becoming.
- We need to ensure that the systems we use to create a positive learning environment are clear, understood by all and followed by everyone.
- We believe manners are an important part of character and we encourage everyone to be polite, fair and honest.
- We work hard to keep each other informed and have open communication with all stakeholders.

Access

Who is this document for?

This document can be accessed by students, parents/carers, teachers, support staff and governors. It is monitored throughout the year and evaluated annually. It is a working document that aims to be clear and concise.

Statement of Rights

In this academy everybody has the right to be:

- safe
- valued
- treated with kindness
- respected as an individual

This means that no one should be treated unfairly because of

- ability
- appearance
- beliefs
- disability
- gender

- race
 - religion
 - sexuality
- or for any other reason

Everyone has a responsibility to treat everyone else in accordance with these rights.

The Learning Environment

Students come to the academy to learn, and all students will be expected to follow our rules and systems. Students have the right to be taught in a well ordered, healthy and clean environment. Positive behaviour is expected to enable effective teaching and learning to take place. Students are expected to arrive at each lesson with the proper equipment and with any homework completed.

Governors will ask about the standard of behaviour:

- George Spencer Academy expects high standards of behaviour.
- Action needs to be taken to maintain standards. In order to find out how well students are behaving Senior Leaders, Curriculum Leaders and Directors of Learning visit lessons on a daily basis.
- The Pastoral Team identifies concerns as soon as trends emerge and respond in line with systems.
- E-Systems are crucial in providing an accurate picture.

Our Expectations

- Crucially, **students** have responsibility for themselves. We have high expectations of students and the vast majority respond positively.
- **All members of staff** are expected to respond to poor behaviour and to encourage good behaviour.
- The **Pastoral Managers** are a key part of our pastoral systems. The Pastoral Managers communicate closely with pastoral leaders to co-ordinate the response to all student issues and this includes behavioural matters.
- The **Well-Being Team** and **Inclusion Team** provide bespoke support and intervention to students with additional needs including where those needs may affect behaviour.
- The **Directors of Learning** are our pastoral leaders. They have an overview of the standards of behaviour in their year group and they manage strategies which ensure the highest standards.
- **Teachers** are expected to plan and deliver high quality stimulating lessons which allow all students to make progress.
- **Curriculum Leaders** are expected to know what the standard of behaviour is like in their areas, to intervene if they are concerned and to praise as required and oversee their faculty systems.
- **Support staff** reinforce high standards of behaviour across the academy.

- **Learning Managers** know the behavioural record of their tutees and they intervene, support and reward as required.
- The **Senior Leadership Team** have an overview of behavioural standards across the academy, they intervene as required when concerns emerge.
- The **Governors** are kept informed of patterns of behaviour across the academy and challenge senior staff if they are concerned.

Rewards

We seek to enhance motivation and commitment to learning. This means that rewards matter. Verbal praise and encouragement are used extensively throughout the academy through the use of positive language and our effective reward system.

Formal systems to reward students are in place across the academy and within each Year Group.

Positive Points are distributed regularly in order to recognise the successes of our students. Students can be awarded Positive Points by any member of staff. The accumulation of Positive Points is followed up and recognised at key milestones and in half termly celebration assemblies. Students have the opportunity to 'cash in' their points for prizes at different periods throughout the academic year. Students receive certificates when they reach key milestones for the accumulation of their positive points throughout each academic year.

Assessment Scans are a valuable source of information, and the evidence is used to help Year Teams decide who should be congratulated, who should be reprimanded and where interventions and support need to be planned. Assessment Scans are made available to parents/carers.

Celebration Events:

- **Prize Giving** is held annually. Parents/Carers are invited. The evening celebrates all that is good and is as inclusive as possible.
- **Celebration assemblies** are held half termly for each year group to recognise and celebrate student achievement for that half term.
- **Annual Year 11 Prom** takes place in the summer term to reward and recognise the Year 11 students' achievements at this key milestone. This reward is not a 'rite of passage', it is something the students work towards throughout their time in Year 11 should they wish to attend. In the autumn term of Year 11, students are made aware of the expectations to access this reward.

Criteria is to have:

1. attendance of 95% or higher from now until the end of the year.
2. no suspensions from now until the end of the year.
3. sit all PPEs (November and March) and public exams (Summer).

4. no periods of unauthorised absence from now until the end of the year.
5. attended all additional sessions, including STRIVE when requested.
6. less than 3% late to school and lessons.
7. achieved at least a 'Bronze' Excellence award during Year11.
8. less than 3 isolations from now until the end of the year.
9. less than 5 DM calls from now until the end of the year.
10. less than 4 SLT detentions, linked to uniform infringements.

(As with all pastoral systems, mitigating circumstances are taken in to account for each criteria, for example medical needs, SEND and illness are considered for all individual cases).

Light Bulb Moment Awards are issued weekly by the Principal and Directors of Learning. The awards recognise students who have had 'light bulb moments' in line with our core values.

Postcards Home are given to students half termly by all teachers to reward students for their love of learning.

We aim to celebrate the successes of our students outside of the academy through our weekly request to parents via our **Talent Spotting** link. Students entered will each be recognised for their endeavours.

Behaviour

The academy responds constructively to all negative behaviour. A number of systems are imposed as a means of ensuring the highest standards of behaviour are maintained at all times.

The Classroom Behaviour System:

If a student is misbehaving across subjects it is important that the Learning Manager and Director of Learning know. To ensure consistency the academy uses a Classroom Behaviour System (Appendix 1).

Negative points can be given for:

- Late to lesson without a reason;
- Not organised for learning;
- Interrupting learning;
- Failure to complete a task;
- Refusal to comply with a basic instruction;
- Defiance and non-cooperation;
- Behaviour against the core values.

Most minor disruptions will cease due to teachers' skills. However, there will be occasions when a more formal response to disruptive behaviour is required and the steps of the Classroom Behaviour System will be used (Appendix 1). Failure to adhere to the Classroom Behaviour System could lead to:

- Negative points logged on ARBOR (visible to parents/carers via ARBOR);

- Class teacher / Faculty detention (20minutes during unstructured time within the school day or after school);
- Middle leader detention (45 minutes after school);
- Senior leader detention (60 minutes after school);
- Duty Manager with loss of break/lunch/10 minutes at the end of the school day;
- Time in isolation (school day plus 40 minutes at end of day).

Students are given a detention slip for all after school detentions. Students are expected to share this with home. Parents/carers are informed of after school detentions via email by the pastoral support team. All detentions are visible for parents/carers via ARBOR. In line with Department for Education guidance the academy does not need consent from parents for their child to attend detentions. The guidance includes:

Detentions:

A detention is a commonly used sanction, often used as a deterrent to future misbehaviour. It is typically a short period where the pupil is required to remain under supervision of school staff when their peers have been allowed to go home or to break. When used, it should be done so consistently and fairly by staff. This process should be well known to all pupils and staff.

A detention outside normal school hours will be lawful if it meets the following conditions:

- *the conditions outlined in 'Matters schools should consider when imposing detentions';*
- *the pupil is under 18 (unless the detention is during lunch break);*
- *the headteacher has communicated to pupils and parents that detentions outside school sessions may be used; and*
- *the detention is held at any of the following times:*
 - a) any school day where the pupil does not have permission to be absent;*
 - b) weekends during term - except a weekend during, preceding or following the half term break; or*
 - c) non-teaching days – usually referred to as 'training days', 'INSET days' or 'non-contact days', except if it falls on a public holiday, on a day which precedes the first day of term, during the half-term break, or after the last school day of the term.*

Matters schools should consider when imposing detentions:

Parental consent is not required for detentions that satisfy the conditions mentioned in 'What the law allows'.

What the law allows

'Teachers have authority to issue detention to pupils, including same-day detentions'.

'Schools do not have to give notice to parents for after-school detention so long as the pupil can get home safely after. They should consider individual circumstances.'

The academy will always aim to build a partnership with parents who support their child in attending detentions. We inform parents of detentions via ARBOR which sends an alert to parents/carers based on the contact information parents/carers have provided the academy.

Should the Classroom Behaviour System have no effect or the behaviour exhibited is serious the following stages will take place:

1. Serious Incident Report completed on ARBOR and referred to the Director of Learning - Intervention and contact home.
2. Isolation (removal from lessons) - intervention by Senior Leadership Team. Students in isolation will have access to their curriculum and be supervised by a member of staff. Isolation can vary from 1 to 5 days depending on the circumstances. Parents/carers will be informed on the same day if their child is being removed from lessons. Isolation includes an extended school day with an additional 40 minutes at the end of the school day.
3. Across School Placements – intervention by Senior Leadership Team. Students may be temporarily removed from lessons and placed at a partner school selected by the academy. Students on Across-School Placements will continue to have access to their curriculum and continue to be supported by the pastoral team. Parents/carers are responsible for ensuring their child attends their Across-School Placement.
4. First suspension followed by readmission meeting with Director of Learning and Pastoral Manager that focuses on specific intervention to support reintegration and agreed targets.
5. Second suspension followed by readmission meeting with Assistant Principal responsible for behaviour plus the Director of Learning that focuses on specific intervention to support reintegration and agreed targets.
6. Third suspension followed by readmission meeting with Assistant Principals for Behaviour and Pupil Well-Being which focuses on specific, bespoke intervention to support reintegration and agreed targets.
7. Fourth suspension followed by readmission meeting with Principal and Assistant Principals that focuses on exploring a different educational provider with parental involvement.
8. Fifth suspension followed by readmission meeting with Principal, Assistant Principals and Governor to direct to another educational provider.
9. Permanent Exclusion.

For one-off serious incidents, suspension and representatives at readmission meetings will differ from the above stages in accordance with the seriousness of the incident.

Alternative arrangements for sanctions will be considered on a case-by-case basis for any student where the academy believes an alternative arrangement would be more effective for that particular student, taking into account SEND and/or personal mitigating circumstances.

Serious incidents include, but is not limited to:

- Anti-social behaviour
- Behaviour against the core values
- Behaviour leading to a safeguarding risk
- Bringing the school's name in to disrupt
- Bringing or using a prohibited item on to site
- Bullying
- Damage to school property

- Dangerous behaviour
- Fighting
- Inappropriate behaviour towards an adult
- Instigating an incident
- Intimidating behaviour
- Non co-operation
- Persistent disruptive behaviour
- Physical assault
- Possession or use of illegal substances/items
- Prejudice incident/comments
- Racist incident/comments
- Rudeness to staff
- Theft
- Threatening behaviour
- Truancy
- Verbal abuse

Suspensions/Permanent Exclusions

'Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supporting Headteachers in using exclusions as a sanction where it is warranted.'

- (DfE 'Exclusion from maintained schools, Academies and pupil referral units in England')

All decisions to suspend or exclude are serious and only taken as a last resort or where the breach of the academy rules is serious.

A decision to permanently exclude a student will be taken for: serious 'one-off' incidents or a persistent breach of the academy's expectations for behaviour, or when allowing the student to remain in the academy would seriously harm the education or welfare of others in the academy.

Following all suspensions from the academy parents/carers are expected to attend a readmission meeting with their child to discuss the incident which led to the sanction, work in partnership with the academy to plan a way forward that prevents any repeat incidents, discuss and agree suitable support for the student and set measurable targets. These targets are agreed in the meeting for the child to then return to lessons.

Beyond the Classroom

Of course, not all misbehaviour takes place in the classroom. George Spencer Academy takes bad behaviour seriously, wherever and whenever it takes place. Any incidents that take place on the academy site, on the journey to and from academy, online, or when our academy uniform is worn will be followed up.

- Staff are expected to be on duty in designated places.
- Duties are important. An active adult on duty can create a calm and safe environment. We expect our staff to engage with the students.
- Teachers are expected to greet their classes in the designated areas. Students are expected to line up promptly in the designated area for each of their lessons.
- Staff should be pro-active and address poor behaviour.
- Staff should adopt a calm, de-escalating approach to situations.
- Staff should be able to rely upon pupils to show common sense and respect for each other and the academy.
- Students must behave safely on the bridge at all times. Any behaviour deemed as unsafe, including pushing, climbing, running, throwing items will be dealt with as a serious safeguarding risk.

Discipline beyond the academy gate:

Where bad behaviour occurs when a student is travelling to or from George Spencer Academy the academy reserves the right to issue a sanction, including suspensions where appropriate.

Students should wear their uniform correctly when travelling to and from the academy and must not be involved in behaviour that could bring the academy's name in to disrepute.

Parents/carers are encouraged to report criminal behaviour, anti-social behaviour and bullying incidents that occur off site to the police and the academy as soon as possible.

Misbehaviour on public transport will lead to sanctions being used appropriately.

Negative behaviour on trips and residentials will be dealt with using the academy systems and parents/carers will be informed promptly.

Uniform

Our uniform is expected to be worn with pride. Details of our uniform expectations are shared on our website, in Student Planners and by the pastoral team throughout the academic year. We will contact home for students who arrive not wearing the correct uniform and where possible we will offer students uniform to borrow for the day. Sanctions will be given to students who choose not to co-operate with the uniform expectations or choose to wear their uniform incorrectly.

Mobile Technologies, Audio equipment and Smartwatches

George Spencer Academy recognises mobile technologies are an integral aspect of everyday use in modern society, however, there are significant issues for schools and academies when students bring mobile

devices onto site. This policy reflects this understanding and the need to ensure a safe and secure environment.

The academy's regulations regarding mobile technologies, including audio equipment and all portable devices including phones brought onto site by students are:

Mobile phones can be brought on site, but between arrival at the academy (at the academy gates) and departure, they must be switched off and kept in a safe place in the student's bag or about their person. Sixth Form students may only use their devices in the designated areas within the Sixth Form, these have been made clear to the students.

Any use of a mobile phone or audio equipment whether it is for calls, messaging, photographs, gaming or audio playback during the academy day is not permitted. Phones/audio equipment should not be seen, heard, or used anywhere. Smartwatches have the same functionality as a mobile-phone and if used for those purposes will be confiscated.

If mobile phones and/or audio equipment are seen on site, they will be confiscated. Any confiscated items will be taken to the Pupil Support Centre (PSC), logged, labelled and stored in a secure lockbox.

- For a first offence, the student can collect it from the PSC, at the end of the academy day;
- For the second offence a parent or carer will be asked to collect it from the PSC.
- For a third offence a parent or carer will be asked to collect it from the PSC at the end of the next academy day.

At the end of the day, students must not use any mobile devices/audio equipment until they are beyond the academy gates. If they choose to do this, and are seen by staff, they will have their name recorded by the member of staff who will pass their name to the PSC for the offence to be logged. Students will be required to hand their phone in the next day, refusal to co-operate will result in the behaviour policy being followed.

Students should be mindful of their use of mobile devices as they exit the site, ensuring their use of any mobile equipment does not jeopardise their own or others' personal safety. This is especially important regarding road safety and awareness.

Consistent abuse of the academy's regulations regarding use of mobile devices will result in not being allowed to bring devices onsite, and non-co-operation with this will result in other sanctions.

The academy has adopted these regulations because the use of mobile technologies on site poses many difficulties and their use can be highly disruptive. Here are a few examples of misuse of modern technologies:

- Mobile phones ringing during lessons, disrupting learning;
- Students using SMS text facilities to message each other as a method of intimidation/bullying;
- Theft of mobile phones or damage to them, requiring extensive investigation;
- Students using SMS messaging services as a form of malpractice (message test/examination answers to each other, compromising examinations' security and integrity);

- Students contacting parents to complain of feeling ill, arranging to be collected from site without informing the academy which can cause anxiety for parents/carers and does not allow staff to manage the situation;
- Students abusing the photographic facilities available on phones, taking still, or moving images (video) of other students and staff without their express consent. This contravenes the Data Protection Act 2018 and GDPR and may well also contravene other legal aspects. It may also be a safeguarding concern;
- Students photographing/filming each other whilst showing a lack of respect for the academy, or for others, including as part of a perceived game and/or extreme behaviours that may constitute bullying or in extreme cases, be of a criminal nature;
- Using a portable device to post aspects of academy life in a negative manner on social media, which would bring the reputation of the academy into disrepute.

The academy's stance is designed as an effective compromise, allowing those parents that wish it, the reassurance of contact before and after the normal day, safeguarding the retention of a device to communicate whilst travelling to and from site.

Use of reasonable force

All members of staff have a legal power to use reasonable force. This power applies to any member of staff at the academy. Please refer to the DfE guidance 'Use of Reasonable Force. Advice for head teachers, staff and governing bodies'.

Weapons and banned items

In addition to legislated guidance, any knife, irrespective of length, constitutes an offensive weapon and should not be brought in to the academy. In addition to knives; axes, BB guns, air guns, catapults, slings, etc, will also be deemed to be offensive weapons. Other types of offensive weapons will include lengths of pipes, bats, other blunt instruments, or items judged by the Principal to be carried with the intention of inflicting injury on another individual – this would include blades removed from pencil sharpeners, etc.

George Spencer Academy ban all items which could cause a safeguarding risk or affect the functioning of the academy. Banned items include but are not limited to:

- E-cigarettes/vapes
- Cigarettes
- Matches and lighters
- Chewing gum
- Energy drinks
- Glass bottles
- Alcohol
- Fireworks

- Illegal substances and associated paraphernalia
- Weapons
- Pornography

In addition to the above, students should not use their mobile phones, smart watches or any other mobile devices on school site. If these are seen they will be confiscated.

Energy drinks are not permitted on site (monster, red bull, etc.), due to the negative impact they can have. If these are seen on site they will be confiscated and disposed of.

Screening, Searching and Confiscating

Academy staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to academy discipline.

- Staff should hand the confiscated item to the relevant Pastoral Manager as soon as possible and complete the necessary information/paperwork to explain how the item was found. Staff must not give the confiscated item to another student to hand in and must not leave the item in an unsecure area at any time.
- Any item which staff consider to be dangerous or criminal ie, drugs must be brought to the attention of a senior member of staff immediately.
- Items confiscated by the academy can be collected by parents/carers except where the academy has chosen to dispose of the confiscated items eg, cigarettes, alcohol, lighters. Students cannot collect any item themselves.
- The academy's general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so.
- The Principal will use their discretion to confiscate, retain and/or destroy any item found as a result.
- Where the academy finds controlled drugs, these must be reported to the police as soon as possible.
- Where the academy finds other substances, which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs'. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.
- Where they find stolen items, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the Principal thinks that there is a good reason to do so.
- Where a member of staff finds tobacco or cigarette papers they may retain or dispose of them but they should not return them to the student.
- Fireworks found as a result of a search may be retained or disposed of, but should not be returned to the student.
- If a member of staff finds a pornographic image, they may dispose of the image unless its possession constitutes a specified offence (ie, it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable. Images found on a mobile phone

or other electronic device can be deleted unless it is necessary to pass them to the police or to retain the image whilst the academy carries out its own investigation.

- Any weapons or items which are evidence of a serious offence must be passed to the police as soon as possible or retained while the academy carries out its own investigation.

Staff Support

Support is offered to all staff. Staff are encouraged to work together to solve problems regarding behaviour. Staff are encouraged to develop skills for dealing with behaviour through continued professional development and regular pastoral meetings.

Monitoring and Reviewing

The policy will be under constant monitoring with an evaluation of its effectiveness undertaken regularly. A report will go to the governing body. The evaluation will inform any modifications regarded to the policy. The monitoring of rewards and sanctions will be recorded and checked by the Pastoral Team.

Appendices:

1. Classroom Behaviour System – available from the academy on request
2. Uniform Expectations - <http://www.george-spencer.com/uniform/>