



ECKINGTON SCHOOL - LEAP MULTI ACADEMY TRUST

BEHAVIOUR POLICY

1. Principles

We believe that good behaviour is an essential condition for effective teaching and learning to take place and an important outcome of education which society rightly expects.

Knowing our students well so that we can meet their needs, develop positive relationships and work with them to manage their own behaviour is at the heart of all our dealings with students. Our principle aim is to have smart students who are keen to learn. When behaviour does not meet expectations, we should try to use restorative practice so that students can move forward positively.

We believe in the importance of developing character and culture. Taken together they will prepare our students for a positive and fulfilling role in society and will create a school environment to be proud of. We want our students to achieve positive outcomes by accessing and succeeding in a range of qualifications. A prerequisite to this success, and a worthy aspiration in its own right, is the development of each student's character, and the flourishing of a respectful, tolerant and welcoming culture across the school. This belief can only be realised by:

- a. developing **good caring relationships** in the school between teachers and students, relationships which are based on mutual respect for one another
- b. developing good relationships between **school and home**
- c. teachers having **high expectations** of their students' academic and social abilities
- d. developing appropriate curricular and teaching/learning **strategies/support** – ones that are relevant and appropriate to the needs and abilities of the student, and enable students to meet our high expectations
- e. encouraging and promoting the self-esteem of students by positive achievement and by teachers being sensitive to the needs and problems of their students.

2. Associated Policies

This policy should be read in conjunction with associated policies such as:

- Uniform and Equipment Policy
- Safeguarding and Child Protection Policy
- Special Educational Needs and Disability (SEND) Policy.
- Equality Policy

3. General guidance

Students are ambassadors for the school even when off school premises and we expect them to act accordingly. They are expected to meet school expectations, listen to and follow instructions from

staff, work with staff to understand and change their own behaviour when it falls short of expectations, and accept and learn from any sanctions that they receive.

Our expectations are that students will be “Smart Students, Keen to Learn” who will -

- treat other young people and adults with respect and kindness
- follow reasonable instructions given by members of staff
- behave in a reasonable and polite manner to all staff and students
- conduct themselves around the building in a safe, sensible, manner and show regard to others
- show respect for the opinions and beliefs of others
- attend all timetabled lessons and registration sessions
- aim for 100% attendance and punctuality
- wear correct school uniform and bring equipment appropriate for every lesson
- complete all class work to the standard required
- hand in homework at the time requested and to the standard required
- take care of all school equipment and buildings, and keep the school environment tidy.

To encourage this, members of staff will

- model exemplary behaviour
- treat all students and other adults with respect
- speak politely to each other
- build students’ confidence and self-esteem through positive reinforcement
- avoid using critical language
- recognise student effort and achievements on a regular basis and celebrate success using the school rewards
- keep parents/carers informed about success, efforts and achievements
- challenge unacceptable behaviour using restorative practice guidelines
- work in partnership with parents/carers through regular contact to help students to improve behaviour.

We expect parents/carers to

- work in partnership with staff to help students to understand how their behaviour has fallen short of expectations and to work with them to ensure good behaviour
- inform staff of any special educational needs, personal factors or other concerns that may result in their child displaying unexpected behaviour
- respond to concerns raised by members of staff
- be prepared to attend meetings at the school with staff, or the Principal, to discuss their child’s behaviour and to adhere to any resultant agreements
- ensure students come to school regularly and punctually, correctly equipped, appropriately dressed and prepared to work
- encourage students to strive to attain, and to value, school rewards.

4. Praise and Rewards

The use of praise and rewards has a key part to play in the encouragement of good behaviour and student learning by acknowledging and recognising the effort, commitment and success of a student. They provide an opportunity for a teacher and the school to make a clear and unequivocal statement to a student that his/her work and behaviour are valued.

The most frequently used and, perhaps, most valued and effective form of reward for a student is **instant verbal praise**.

Praise is used in the classroom at every opportunity taking the form of a comment or gesture in response to a student's contribution to the lesson. Similarly, positive, formative and diagnostic comments are used when marking students' work.

Students will be rewarded with **Achievement Points**, for outstanding engagement with learning. Students will also be rewarded for quality homework and full participation in extra-curricular activities.

Students who achieve excellent levels of attendance and who achieve "Exceptional" and "Active" in their Attitude for Learning grades at reporting points may also receive additional rewards from the LoSD or LoTL.

Many other, less formal, rewards systems are in use in school and vary from subject to subject and from year group to year-group. Teachers may choose to use postcards/letters/SIMs InTouch messages, or phone calls home as a reward; special mention in assemblies, rewards celebrations, buffet lunches are also organised on a regular basis to celebrate success.

Staff	Achievement Code	Achieving Excellence Points.
For use by class teachers	A1	Praise in Class 1 Achievement Point
	A2	Keen to Learn 2 Achievement Point
	A3	Active learner 3 Achievement Points
	A4	Exceptional Learner 4 Achievement Points SIMs in Touch message
For use by staff and SLT/ LOSD/LOTL	A5	Supporting School Activities 5 Achievement Points Letter home
	A6	Prize Draw at the end of term. 5 Achievement Points
	A7	Termly year group praise event. 10 Achievement Points
	A8	End of year prize giving. 25 Achievement Points
	A9	Principals Achievement Award. 50 Achievement Points

5. Unacceptable behaviour

Unacceptable behaviour is any behaviour which harms or places any other member of the school community at risk of harm which negatively affects the health and well-being of any other member of the school community or has a negative effect on a teacher's ability to teach, or the ability of other students to learn.

6. Sanctions

Staff will use a range of restorative practices and positive behaviour management strategies to try to reduce /prevent the need to use sanctions.

However, if a student does not respond to such strategies, then we will use the full range of sanctions available to us to deal with unacceptable behaviour in school and out of school (bearing in mind the legal framework).

	Consequence	
For use by class teachers	C1	Rule reminder -1 Points
	C2	2 nd reminder Two minutes reflection/seat change. Teacher Discussion/Detention. -2 Points
	C3/C4	Lesson removal: Supervision Room. Teacher Discussion/Detention SLT Detention. -10 Points
For use by SLT/LoSD/LoTL	C4	Double SLT detention -10 Points
	C5	Isolation -25 Points
	C6	Internal Exclusion Unit -50 Points
	C7	Fixed Term Exclusion -100 Points
	C8	Permanent Exclusion

NB: A positive balance of 200 points will be required for participation in any rewards trips or The Prom.

C1 and C2 rule reminders

We have high expectations of students and they are expected to respond to staff requests appropriately. Staff are encouraged to deploy a range of classroom management strategies to engage students in a purposeful manner and defuse any situations prior to the use of reminders.

A C1 warning can be given to an individual (s) about their **specific behaviour** (focus on the behaviour/action). We would discourage the use of blanket warnings as they are very often ineffective and very difficult to manage fairly.

If a member of staff needs to give a C2 – second reminder, then the student(s) name(s) can be written on the board/or be logged more privately by the teacher. The student can then be asked to stand outside the room for 2 minutes to reflect on their behaviour. If the student fails to respond to this reminder and is disrupting the learning of others, then they move to C3 and should be removed from the lesson by sending them to the Supervision room.

Staff should make clear the reason for a C1 or C2 warning being given – often this will be done quietly on a one to one basis to avoid further disruption to the lesson/ to reduce an escalation of the negative behaviour displayed.

C3: Lesson removal – Supervision Room.

If a student's behaviour in a particular lesson is such that it seriously impedes the teacher's ability to teach and other students' ability to learn, the student will be sent out of the classroom and sent to the Supervision Room.

A detention will take place with the teacher; this is a restorative conversation which should take place as soon as possible after the event and preferably before the next lesson with this student. This will be followed by an after school SLT detention.

C4: SLT Detention.

The law clearly gives teachers the power to issue detentions. The school seeks, where possible, to use restorative practice in the first instance and a range of sanctions, which may include the use of detention, when restorative practice does not work on the first attempt.

Where detentions are used we would always try to do so with the consent and understanding of parents/carers. However, in cases where that consent is not forthcoming, the school will continue, where appropriate, to exercise its right to impose the detention.

We will always try to inform parents/carers of a detention. This will be by way of 'student post', telephone contact and/or other messaging means, typically with 24 hours' notice, except in the case of detentions for poor punctuality which take place on the same night.

If a student fails, without good reason, to attend SLT detention, a further sanction, usually C6 will follow.

A student who is absent on the day of an SLT detention will complete the detention on the first possible occasion thereafter.

C5: Isolation

A C5 (Isolation) can only be given by LoSD/DoA. Parents will be informed.

C6: Internal Exclusion

Only the DoA/Assistant Principal (PDBW) can make the decision to place a student in the Exclusion Room.

Internal exclusion may be used in response to

- a serious breach of the school’s behaviour policy
- OR
- persistent breaches of the school’s behaviour policy

such that, in the opinion of the DoA/Assistant Principal (PDBW) the exclusion threshold has been passed but not to such a degree that a fixed-term exclusion is proportionate and reasonable.

Parents/carers will be informed by letter of internal exclusions. A reintegration meeting or, in some instances, a phone call, involving the parent/carer, LoSD and where possible the student should take place before reintegration. The purpose of the reintegration meeting is to discuss the reasons for the internal exclusion and to plan for the student’s successful and sustainable reintroduction to mainstream lessons. A Behaviour Contract may be put in place to support the return to school of students who have incurred repeated internal exclusions.

In some cases it may be beneficial for our student to complete their exclusion at an off-site provision approved by The Trust.

C7: Fixed-term exclusion

Only the Principal can make the decision to issue fixed term exclusions. (FTE).

Fixed-term exclusions may be used in response to

- a serious breach of the Trust’s behaviour policy
- OR
- persistent breaches of the Trust’s behaviour policy

such that, in the opinion of the Principal, the exclusion threshold has been passed and to such a degree that internal exclusion alone is not a serious enough sanction.

Parents/carers will be informed by phone call in the first instance and in a follow up letter of fixed-term exclusions. A meeting, involving the student, the parent/carer and LoSD/DoA should occur prior to reintegration. The purpose of the reintegration meeting is to discuss the reasons for the fixed-term exclusion and to plan for the student’s successful and sustainable reintroduction to mainstream lessons, using restorative practice approaches.

A Behaviour Contract may be put in place to support the return to school of students who have incurred a fixed-term exclusion. Fixed-term exclusions may be followed by a short period of internal exclusion to ‘settle’ the student into school.

In the case of serious incidents, and usually when additional information or evidence has come to light, a fixed-term exclusion (C7) may be converted to a permanent exclusion (C8).

For the first five days of an exclusion, the school will take reasonable steps to set and mark work for the student. If a fixed-term exclusion is for a period longer than five days, alternative educational provision will be made for the student.

In some cases it may be beneficial for the student to complete their exclusion at an off-site provision approved by The Trust.

In all cases of exclusion, the law and related Department of Education guidance will be observed.

C8: Permanent Exclusion

Permanent exclusion may be used in response to one serious incident, a breach of The Trust's behaviour policy of such a degree that the Principal forms a view that allowing the student to remain in school would seriously harm the education or welfare of the student or of others in the school. In such an instance, the support structures detailed in this policy may not have been exhaustively applied.

Permanent exclusion may also be used in response to persistent serious breaches of The Trust's behaviour policy. Such an exclusion is likely to occur when a student

- has received many or all of the support mechanisms available to the school, without lasting positive effect on his/her behaviour
- AND
- has already incurred several C7 (fixed-term exclusions).

A permanent exclusion will also be imposed when a student has incurred 45 or more days of fixed-term exclusion in any academic year.

Single serious incidents which may lead to permanent exclusion include the following examples, although this is by no means intended to be an exhaustive list:

- threats of or actual violence or aggressive behaviour towards a member of staff
- a protracted incident involving the refusal to cooperate with and follow the instructions of a number of staff members
- violence towards (an)other student(s)
- racially motivated behaviour which threatens or is likely to threaten the peace of our cohesive community
- bringing a weapon onto the school site
- possession or supply of drugs or other substances on the school site
- arson or major acts of vandalism
- indecent exposure, sexual abuse or assault
- any incident which requires the assistance or intervention of police officers to bring to a conclusion.

In all cases of exclusion, the law and related Department for Education guidance will be observed.

7. Sanctions – the legal framework

In imposing sanctions the school has in mind its statutory powers which include the following key points:

- teachers have statutory authority to discipline students whose behaviour is unacceptable, who break school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- the power also applies to all paid staff (unless the Principal says otherwise) with responsibility for students, such as teaching assistants.
- teachers can discipline students at any time the student is in school

- or elsewhere under the charge of a teacher, including on school visits
- teachers can also discipline students in certain circumstances when a student’s misbehaviour occurs outside the school
- teachers have a power to impose detention outside school hours
- teachers can confiscate students’ property.

The law allows teachers to discipline students whose conduct falls below the standard which could reasonably be expected of them. This means that, if a student misbehaves, breaks a school rule or fails to follow a reasonable instruction, the teacher can impose a punishment on that student.

To be lawful, the punishment (including detentions) must satisfy the following three conditions:

- the decision to punish a student must be made by a paid member of school staff or a member of staff authorised by the Principal
- the decision to punish the student and the punishment itself must be made on the school premises or while the student is under the charge of the member of staff, and
- it must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

A punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the student’s age, any special educational needs or disability they may have, and any religious requirements affecting them.

8. Students’ behaviour outside the school gates (off the school site)

Teachers have the power to discipline students for misbehaving outside of the school premises “to such an extent as is reasonable”.

Teachers may discipline students for:

- misbehaviour when the student is:
 - taking part in any school-organised or school-related activity or
 - travelling to or from school, or
 - wearing school uniform.
- or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school.

9. Support structures for students causing concern

Students whose behaviour causes concern will be in receipt of some or all of the following support mechanisms:

- Behaviour support work
- Contact with parent/carer including from subject teachers, Leaders of Student Development/Leaders of Teaching and Learning, Directors of Achievement, SLT
- Report cards
- Change of class/form.
- Counselling and support from trained staff.
- Mentoring
- Behaviour Contract
- Placement on the SEND register/Inclusion Document
- Education, Health and Care (EHC) Plan
- Information and guidance to members of staff to be considered when dealing with the student in question (Risk Assessment)
- Referral to the Educational Psychologist
- Alternative curriculum
- Part-time timetable
- After school tuition
- Referral to CAMHs
- Alternative provision at an alternative setting for some or all of a student's school day, including managed moves, use of specialist providers and the Pupil Support Centre.
- School-based ABC (Acceptable Behaviour Contract) with police involvement.

It is important to note that the Trust reserves the right to move students to another setting within the Trust to help a student modify their behaviour and avoid repeated FTEs or a permanent exclusion.

10. Sixth Form Students

It is important to note that The Trust reserves the right to refuse any student entry to the sixth form if they have breached The Trust behaviour policy or shown concern over their attitude to learning.

All of the above guidelines on unacceptable behaviour apply equally to sixth form students. Sanctions imposed on sixth form students may vary from those listed above following the additional consideration of 'age appropriateness'.

Additional sanctions used with sixth form students include the following:

- ban from Common Room (temporary or permanent)
- requirement to spend all non-contact periods in the Study Area
- ban from Study Area (temporary or permanent)
- requirement to spend break/lunchtime in the Common Room
- requirement to attend after-school 'study support' sessions.

The following expectations are particularly important for sixth form students:

- achieve a minimum attendance of 96%
- attend every registration session
- attend all timetabled lessons
- attend all guidance sessions and every Flexible Learning Day

- complete all class work to the standard required
- hand in homework at the time requested and to the standard required.

Additionally, sixth form students must be particularly aware of published plagiarism guidance and abide by it.

Persistent failure to meet these expectations may result in the imposition of a fixed-term exclusion (C7). However, it is recognised that exclusion may not always be appropriate. Although it serves as a warning, it should not have the effect of exacerbating a work-related problem. In such a case, a written warning will be issued, superseding the exclusion. The written warning will be communicated to and discussed with the student and the parent/carer. The written warning will alert the student and the parent/carer to the fact that the need for a further written warning may trigger forfeiture of the student's place in the Sixth Form by way of permanent exclusion (C8).

11. Complaints

The Trust has a standard complaints procedure. We encourage parents/carers to take any complaints or concerns to a staff member or the Principal, and the school will do everything in its power to help resolve conflict or complaints swiftly and effectively. For details of the full complaints procedure see our school complaints policy.

June 2018

The policy will be reviewed annually.