

Grace Academy Coventry

Student Behaviour Policy

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1. Principles

Grace Academy seeks ‘...to provide a positive environment for learning, which inspires all to discover, develop and fulfil their potential and aspirations.’ It seeks to create an inclusive, caring learning environment through;

- promoting desired behaviour and discipline;
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- ensuring equality and fairness of treatment for all;
- encouraging consistency of response to both positive and negative behaviour;
- promoting early intervention;
- providing a safe environment; free from disruption, violence, bullying and any form of harassment;
- encouraging a positive relationship with parents and carers to develop a shared approach which involves them in the implementation of the Academy’s policy and associated procedures;
- promoting a culture of praise and encouragement in which all students can achieve.

Grace Academy is committed to the promotion of positive behaviour and full attendance for all students and to supporting students to develop their social, emotional and behavioural skills. This policy provides the framework within which all staff, students, parents and carers can contribute to the development and maintenance of an environment where learning will flourish.

The Academy has two key values that underpin this commitment:

- meeting the needs of all students
- including all students, regardless of their ability or background

The promotion of self-discipline and respect for others also guides the Academy’s actions to promote positive behaviour and full attendance, and informs the Academy’s response to any kind of bullying or intimidation. Should there be issues of sexual violence and harassment between students the statement of procedure for dealing with such matters is followed.

These values inform the behaviour of all members of the Academy community - students and adults alike - and will form the basis upon which the Academy asks for support and assistance from parents, carers, other members of the community and supporting agencies.

We aim to:

- work to sustain a caring happy community founded on Christian principles, fostering a love of learning
- use positive and age-appropriate methods to develop responsibility, mutual respect and independence
- boost self-esteem and a respect for individual differences
- develop skills of co-operation, collaboration and negotiation
- teach students how to work and play in a variety of social settings
- teach students to appreciate the choices and consequences of their words and actions

- ensure that all adults act as role models so that every-day behaviour reflects our shared values
- use rewards and sanctions to reinforce agreed behaviour
- teach students constructive ways of dealing with negative emotions and of resolving disputes
- ensure that students are punctual, motivated, appropriately dressed and prepared for their Academy routines
- prepare students to take increasing responsibility for their own learning, including looking after equipment.

2. Learning and Teaching

Promoting positive behaviour and full attendance enables high standards of teaching and learning to be achieved. A well-designed and relevant curriculum helps develop and maintain positive behaviour and full attendance.

- Staff should use the most appropriate method of teaching, which draws on students' experiences and values their contributions
- Students should be received into a classroom where routines are established and high standards of behaviour and attendance are expected
- Explicit and regular praise should be used for all types of achievement

All staff have a responsibility to model, promote and teach social, emotional and behavioural skills. Staff need to use learning and teaching approaches that will support students to develop these skills.

The PHSE programme delivered at each academy provides learning opportunities for this.

3. Roles and Responsibilities

The promotion of positive behaviour and full attendance is the responsibility of all members of the Academy community, including parents and carers.

Bring to the attention of Principals and Governors, the Governing Body will establish, in consultation with the Principal, staff and parents, individual academy guidelines for the promotion of desired behaviour and keep it under review. It will ensure that this is communicated to students and parents, is non-discriminatory and the expectations are clear. The Governing Body will support the Academy in maintaining high standards of desired behaviour of students and staff.

The Principal will be responsible for the implementation and day-to-day management of the guidelines and procedures.

Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the guidelines and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the guidelines are essential. Staff have a key role in advising the Principal on the effectiveness and they also have responsibility, with the support of the Principal, for creating a high quality learning environment, teaching positive behaviour for learning and implementing the agreed guidelines and procedures consistently.

The Governing Body, Principal and staff will ensure there is no differential application of the guidelines and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to, and appropriately addressed.

This will include:

- monitoring fixed term and permanent exclusions; and
- ensuring the needs of students at risk of permanent exclusion are met

Parents and carers will be expected, encouraged and supported to take responsibility for the behaviour of the child both inside and outside the Academy. The Academy will encourage parents to work in partnership with the Academy to assist it in maintaining high standards of desired behaviour and will be actively encouraged to raise with the Academy any issues arising from the operation of the guidelines.

Students are expected to take responsibility for their own behaviour and will be made fully aware of the Academy policy, procedure and expectations. Students will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour.

4. Training

The Governing Body will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the guidelines and this policy.

5. Grace Academy Expectations

Grace Academy has very high expectations for all our students, their learning, their progress, their dress, their conduct and their behaviour. We expect all students to follow our simple code:

Respect for myself

- to demonstrate my respect for my rights to learn and to the best teaching and facilities available
- to attend at the Academy, punctually, with full uniform and equipment
- to participate and give my full effort in all lessons - 'doing my best'
- to respect my individuality - talents, skills and abilities

Respect for others

- to conduct myself and behave in a manner that shows my respect towards staff, other students and the community
- to show a clear understanding that bullying of any kind is totally unacceptable at Grace Academy
- to contribute positively to the life of the Academy, lessons and the community
- to commit to never disrupt the learning of others

Respect for the Environment

- to care for and look after the outstanding facilities and building of Grace Academy
- to look after the property of other people and to never abuse it
- to commit to eradicate litter, graffiti and vandalism
- to take an active part in protecting the local and worldwide environment

Through the Code of Conduct, students are informed about the expectations the Academy has of their behaviour, the manner in which these expectations will be rewarded and the response students can expect

if they choose not to meet these expectations. It is based on respect for self, for others and for the environment. It is designed to encourage students to develop responsibility for their own behaviour and attendance.

6. Rewards

Frequent praise and reward for achievement are features of learning and teaching at Grace Academy, so that students receive recognition for their positive contributions to Academy life. Rewards include:

- Praise from the Teacher
- Comments made in the planner
- Text messages sent home
- Postcard home
- Letters of congratulation
- Phone call to Parents/Carers
- Credits awarded through the Academy Rewards Scheme
- Celebration Assemblies – gift vouchers, certificates, special prize draws
- Special Awards evening
- Availability of trips

7. Climate for Learning

Consequences should be used to help students make appropriate choices about their behaviour and attendance. Where they choose to breach the Code of Conduct, students have a right to expect fair consequences, applied consistently. Whole groups will not be punished for the poor behaviour of a few, nor will a sanction be imposed that may humiliate students.

There is a relationship between the requirements under the Equality Act 2010 and the consequences system.

Promoting good student behaviour

- Staff will praise students when they see good behaviour
- Staff will tell students clearly what is expected of them
- Students will remember what is asked of them
- Rules are consistent, fair, and will be kept
- Rules will be regularly reviewed with staff and students
- Responsibilities and expectations will be matched to individuals and their development
- Staff will regularly inform a student's parents of exemplary behaviour as well as achievement (letter of commendation, praise postcards, parents evening, or informally via a note in the student's planner or phone-call)
- When students have worked hard to support others, in or out of the Academy, they will be commended – exemplary acts will be commended in year group assemblies

8. The Code of Conduct and the Charter

8.1 Principles:

We should all be:

- considerate (we treat everyone as an individual with equal rights)
- polite and helpful always
- co-operative with everyone
- friendly towards everyone
- hard working (we do our best)
- honest about everything
- responsible for our actions
- punctual
- self-respecting
- respecting of others
- respecting of property & the environment

8.2 Teachers Will:

- ✓ Provide high quality teaching and learning
- ✓ Respect and value each student as a unique individual
- ✓ Record, reward and celebrate good performance and progress
- ✓ Provide a safe, well-ordered and caring environment in which a personal learning programme can take place
- ✓ Encourage excellent attendance and punctuality
- ✓ Encourage each student to work to the best of their ability and reach their maximum potential
- ✓ Provide a personalised and challenging curriculum, which meets individual needs
- ✓ Provide opportunities for students to discuss issues and recommend changes
- ✓ Provide regular mentoring time for students
- ✓ Provide progress feedback and assessment to inform learning
- ✓ Provide regular formal reports and meetings on each student's progress
- ✓ Provide an extended curriculum in Key Stage 3 & 4
- ✓ Provide a wide variety of enrichment activities e.g. trips, visits and events
- ✓ Support an exciting Business and Enterprise specialism with opportunities to work with external partners
- ✓ Keep parents/carers informed about Academy developments

- ✓ Listen to and respond quickly to any concerns
- ✓ Enforce our values and ethos with all members of the community
- ✓ Promote pride in our community and in our students' successes

8.3 Parents/Carers Will:

- ✓ Support the Academy and its values and encourage their child to adopt a positive attitude at all times
- ✓ Send their child to the Academy daily, on time, in full uniform and equipped for learning
- ✓ Take an interest in his/her education by encouraging him/her to complete all coursework and homework, and by providing other opportunities for learning
- ✓ Keep the Academy informed about any issues which might affect his/her learning
- ✓ Attend Parent's/Carer's meetings to ensure I am fully aware of my child's progress
- ✓ Support the Academy and its policies
- ✓ Ensure that doctor/dentist appointments and family holidays are taken out of Academy time.

8.4 Students Will:

- ✓ Wear the uniform with pride and maintain a neat, clean and tidy appearance
- ✓ Take responsibility for my learning and support the learning of other students.
- ✓ Work to the best of my ability at all times
- ✓ Arrive at the Academy fully prepared and equipped (i.e. a bag, books, pens, pencils, calculator and PE kit when required)
- ✓ Complete all work, homework and coursework and hand it in on time
- ✓ Adopt a positive attitude towards, and participate fully in, the life of the Academy
- ✓ Move sensibly and safely around the Academy,
- ✓ Arrive at the Academy and to lessons on time
- ✓ Achieve excellent attendance at all times.
- ✓ Look after the Academy environment and take pride in its appearance.
- ✓ Take care of personal and Academy equipment.
- ✓ Have regard for the safety of others
- ✓ Follow the Academy Code of Conduct
- ✓ Classroom expectations
 - (a) Arrive on time and be prepared to learn
 - (b) Sit in your allocated seat
 - (c) Put up your hand when you want to speak

- (d) Follow instructions the first time
- (e) Do the work set as well as you can and allow others to do the same

Departments may also have additional rules e.g. safety instructions etc

9. Unacceptable Behaviour

Students will always be given a chance to consider their behaviour. They will be encouraged and helped to make apologies to other students or staff they may have offended; show they can keep to the Academy rules; or make suitable reparation.

Disciplinary action, in line with this policy, will be taken where students are found to have made malicious accusations against academy staff.

10. Strategies for Managing Behaviour

All strategies for managing behaviour are focused on achieving a positive Climate for Learning. By implementing a rewards system, by providing support structures, identifying unacceptable behaviours, and by operating clear and appropriate strategies, Grace Academy will encourage positive behaviour. All aspects of behaviour are monitored and placed on a database from which staff can respond to patterns of positive behaviour and devise strategies as appropriate.

Three basic principles observed in managing behaviour

- Rewards - the Academy's system for rewarding students who try hard, show commitment and demonstrate clear improvement and progress.
- Identifying and not tolerating behaviour that is anti-social, dangerous or harmful to others AND their learning in the Academy community.
- Implementing strategies to deal appropriately with poor behaviour.

'Positive Teaching' strategies should be applied in between the issuing of all sanctions.

11. Suspicion of Theft, Weapons or Illegal Drugs

The Academy Leadership Team will lead this activity and is authorised to search bags, uniform and lockers.

The Academy will exercise discretion over any behaviour perceived as anti-social or in any way harmful to the health, safety and welfare of other individuals or the wider Academy community.

The drugs education policy will be considered if appropriate along with policies such as safeguarding and the child protection policy.

12.

The Academy operates 3 levels of report:

- Tutor Report - if the tutor is concerned with the number of sanctions being given
- Pastoral Report - if problems seem to be more widespread
- ALT Report - if problems need to be monitored by senior management

13. Lates

Students who arrive after the start of the Academy day will be issued with a detention of 10 Minutes, repeat offenders will receive a 30 minutes to 1 hour detention. Other sanctions will be served for persistent lates.

14. Isolation and Exclusions

The Academy's response to challenging and disruptive behaviour will be made in the context of the academy behaviour policy and guidelines and will encompass a range of strategies with exclusion as one option. The Department for Education's exclusion guidance shall be followed in line with the current legal position.

Internal Isolation and Internal Exclusions are both internal processes used within the Academy and are used when the objective is to remove a student from class, not from the school site, for disciplinary reasons. It is an opportunity for students to reflect on their behaviour whilst continuing to work in a structured environment. Internal Isolation takes place within the normal school day starting at 8.30am and finishing at 2.50pm. An Internal Exclusion is used when we need to issue a sanction for a more serious incident or as an escalation from a failing to complete an Internal Isolation. Therefore, when a student receives an Internal Exclusion they will be required to engage with an extended school day starting at 8am and finishing at 4pm at Grace Academy.

A Fixed Term Exclusion is where a student is temporarily removed from school. They can be removed for up to 45 school days in one school year, even if they have changed school.

15. Student Behaviour Outside the Academy

Students' behaviour on Academy business is subject to this Student Behaviour Policy

Students' behaviour on a journey to or from Academy can be grounds for exclusion. The Principal will use their judgement in such matters

For behaviour outside Academy, but not on Academy business, the Principal will decide if there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body as a whole.

16. Support Systems for Students

Grace Academy is committed to the concept of equal outcomes for all students. Some students will, therefore, need differentiated forms of support to help them fulfil their behavioural and academic potential. The Academy will ensure that differentiated strategies are available to students to meet their particular needs.

The Academy monitors students whose behaviour causes concern and organises appropriate support to meet their individual needs.

This support might include:

- Engaging with a restorative justice process.
- regular college reviews to identify those students most at risk, included as part of regular academic

progress reviews

- Child Concern meetings through the Common Assessment Framework
- support from Children's services
- short courses on elements of social, emotional and behavioural skills
- support from the Community
- contact with parents/carers in the early stages of a problem
- intervention through the Academy's Student Support and Learning Support teams
- referral to the Academy's SENCO with an IEP drawn up and additional in-class support.
- referrals for specialist advice, either for individual students, or more generally, for whole Academy issues relating to behaviour and attendance
- consultation with parent/carers and family sessions
- one-to-one counselling with a trained specialist
- Pastoral Support Plan (PSP)
- Personal Education Plan (PEP)
- alternative curriculum considered
- changes of teaching group or class
- managed moves investigated

17. Support Systems for Staff

All staff have a responsibility to promote and maintain positive behaviour and full attendance in the Academy. At any time staff may ask for and will receive support and additional advice.

Standards of behaviour and attendance are monitored regularly to ensure that success is identified and recognised and areas for improvement are included in an action plan to address the problem. It is the responsibility of all staff to monitor behaviour and attendance and Heads of Department/TLC/Curriculum Leads should be aware of trends in their subject areas.

18. Support Systems for Parents/Carers

Grace Academy is keen to facilitate effective and on-going parent/carer support for all its policies and practices.

Parents and carers who express concern to the Tutor or Head of Year about managing the behaviour and attendance of their child are offered support from a range of services.

If Academy staff have concerns about a student's behaviour, parents and carers will be informed about these concerns at the earliest opportunity and invited to work, together with the Academy, towards a solution to the problem.

The Academy will make all relevant documentation on behaviour available to parents and carers in a user-friendly and accessible format.

The Academy will provide opportunities for parents and carers to contribute to the Academy's policy and strategies for promoting positive behaviour and attendance. This will be through participation in regular audits, the involvement of parents/carers in Academy support activities, cultural and social events and other activities that promote positive partnerships between the Academy and the wider community.

19. Right of Restraint

A key objective is to maintain the safety of staff and students and to prevent serious breaches in Academy discipline or serious damage to Academy property. Reasonable force to prevent a student committing an offence, causing personal injury to any person or causing damage to property or prejudicing the maintenance of good order and discipline can be used. The Principal allows teachers or other members of staff to use the minimum degree of force necessary to achieve the desired effect. Records will be kept of such incidents. (See Restraint Policy for further information).

20. Monitoring

To ensure that high standards of behaviour and attendance in Grace Academy are maintained, the Academy has systems for monitoring behaviour and attendance, including punctuality. These systems include monitoring the behaviour and attendance of individual students, so that actions to promote positive behaviour and minimise both authorised and unauthorised attendance are constantly improved.

Monitoring mechanisms include - Reviews of exclusion data to determine the nature of exclusions and whether any particular group of students (for example, by sex, ethnicity or SEN) is over-represented in these figures. The data collected covers factors such as the behaviour leading to the exclusion, the setting, the subject, the time of day and the adults involved. The Academy monitors all incidents of racial abuse. Fixed term or permanent exclusions will result in a careful examination of the events leading up to the exclusion and the forms of support offered to the student.

Positive and negative behaviour and attendance is reviewed and analysed to inform action planning at an individual, group or whole Academy level.

21. Award Chart



Grace Academy: Award Chart

A1	Good progress in lesson. Smart uniform. Completed homework. Full basic equipment. Act of kindness demonstrating the Grace academy Ethos.	Level 1 Award (1 Point)
A2	Ethos – Supporting others in the classroom. Exemplary equipment. Exemplary homework. Excellent work – Pride in your presentation and uniform. Excellent progress over a series of lessons.	Level 2 Award (1 Point)
A3	Star Pupil Award. Outstanding piece of work, Music/Sporting performance or assessment. Exemplary Student.	Level 3 Award (2 Points)
A4	Ethos – Supporting others outside the classroom. Being an example to others. Improved attendance award. Middle leader award. Outstanding progress between assessments award.	Head of Year Head of Department Award (3 Points)
A5	Stand out student award. 100% Attendance Award.	ALT Award (4 Points)
A6	Credit to the school award. Going above and beyond for the Academy and representing what we stand for as a school.	Principal Award (5 Points)

22. Behaviour Chart

Grace Academy: Behaviour Chart

B1	Disruption to the lesson. Lack of Equipment. Inappropriate behaviour.	Verbal Warning.
B2	Persistent B1 behaviour. 0-15 minutes late to lesson. Eating, chewing or drinking banned drinks.	15 Minute Detention break or lunch time. Restorative Conversation.
B3	Persistent B2 behaviour. Over 15 minutes late to lesson. Missing a B2 Detention. Damage to property.	30 Minute Detention at lunchtime. Restorative Conversation.
Student 'parked' using the rota with work to complete.		
B4	Persistent B3 behaviour. ALT/HOY call out. Putting staff/students at risk. Truancy. Failure to attend Detention. <i>Pastoral seeks to Deescalate before Iso</i>	1 Hour Detention after school. Restorative Conversation.
Isolation request made to ALT by class teacher through HOY/HOD. IF agreed – Student will be escorted to the Isolation room by ALT for that period.		
B5	Issued by the Principal & ALT Refusal to attend after school detention. Persistent B4 behaviour. Verbal Abuse to staff/students. Bullying. Dangerous Behaviour	Internal Exclusion. Restorative Conversation.
B6	Issued by the Principal Extreme behaviour. Dangerous behaviour. Physical Assault. Racist, homophobic abuse.	External Exclusion. Readmission Meeting. Restorative Conversation.