

Grace Academy Coventry

Student Behaviour Policy

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Contents

1. Principles and values	3
2. Roles and Responsibilities	4
3. Expectations	5
4. Training and communicating key messages	6
5. Climate for Learning	6
6. Strategies for managing behaviour	6
7. Rewards	7
8. Unacceptable behaviour	7
9. Investigating incidents	8
10. Reports	8
11. Isolation and exclusion	9
12. Student behaviour outside of the Academy	9
13. Right of restraint	9
14. Suspicion of Theft, Weapons or Illegal Drugs	10
15. Support Systems for Students	10
16. Support Systems for Staff	11
17. Support Systems for Parents/Carers	11
18. Monitoring	12
19. Linked policies and government documents:	12

1. Principles and values

Grace Academy Coventry aims to provide a positive environment for learning which inspires all to discover, develop, and fulfil their potential and aspirations. This policy provides the framework within which all staff, students, parents, carers and stakeholders can contribute to ensuring the Academy is an environment with high-quality behaviour and attitudes where learning and personal development flourishes. This policy is designed to meet the needs of all students, regardless of their ability or background.

The promotion of self-discipline and respect for others guides the Academy's actions in promoting positive behaviour and full attendance, and informs the Academy's response to any behavioural issues or concerns. Governors and the Academy Leadership Team (ALT) seek to create an inclusive, caring learning environment through the five core Christian principles, known as the Grace Academy values:

- Grace
- Integrity
- Respect
- Excellence
- Potential

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. This is to be achieved 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.
- Developing students' social, emotional and behavioural skills.
- Using positive and age-appropriate methods to develop responsibility, mutual respect and independence
- Boosting self-esteem and a respect for individual differences
- Developing skills of co-operation, collaboration and negotiation
- Teaching students how to work and play in a variety of social settings
- Teaching students to appreciate the choices and consequences of their words and actions

2. 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.

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 compliant with relevant legislation, is non-discriminatory, is communicated clearly to all stakeholders 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 is responsible for the implementation and day-to-day management of this policy, reinforcing the guidelines and procedures alongside and via members of ALT.

Staff, including teachers, support staff and volunteers are responsible for ensuring that guidelines and procedures are followed with consistency and any actions are applied fairly. Mutual support amongst all staff is essential. Staff have a key role in advising the Principal on the effectiveness of this and any associated policies and they also have responsibility, through the support of the Principal and ALT, for creating a high-quality learning environment, teaching positive behaviour for learning and implementing the agreed guidelines and procedures consistently. In order to achieve this, staff should always:

- Ensure they consistently act as role models so that everyday behaviour reflects our shared values
- Use rewards and sanctions to reinforce agreed behaviour
- Use student planners effectively and consistently to promote positive learning behaviours
- 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.

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.

3. Expectations

Grace Academy has very high expectations for all students. This includes their learning, their progress, their dress, their conduct and their behaviour. We expect all parents, carers and students to fully engage with, and abide by the home/school agreement with students also expected to adhere to our code of conduct. This code is based upon respect for oneself, for others and for the environment. It is designed to encourage students to develop responsibility for their own behaviour and attendance. As a result, the following “non-negotiables” are the cornerstones of student behaviour and attitudes, and as a result are clearly displayed and constantly referenced within the academy:

1. Students must be respectful to staff and students at all times.
2. Students must follow instructions first time from ALL staff.
3. Students must stay on task and put in 100% effort.
4. Students must be punctual to school and their lessons.
5. Students must move calmly around the building. No running.
6. Students must complete homework by the due date.
7. Students must have equipment that aides their learning in all subjects.
8. Food must be consumed in designated areas only. The canteen or outside. Chewing gum, sugary fizzy drinks, and energy drinks are banned items.
9. No Mobile phones, electronic devices or headphones to be used within the Academy. These will be confiscated if seen.
10. Students must wear the correct uniform at all times. This includes blazer, shirt tucked in, tie worn correctly and the correct leather-look black shoes. No coats or hoodies to be worn in the building.

Students are expected to take responsibility for their own behaviour, and will be made fully aware of the Academy policy, procedure and expectations and how they can access these in more detail if required. Students will also be encouraged to take responsibility for their social and learning environment, by making it both safe and enjoyable through reporting all undesirable behaviour.

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 and support parents to work in partnership with the Academy in assisting with the maintenance of high standards of behaviour and attitudes and will be actively encouraged to raise with the Academy any issues arising from the operation of the guidelines.

Students and parents/carers are expected to adhere to the principles of the “Home/School agreement, which is to be signed and returned at the beginning of each Academic year.

Staff are expected to follow this policy and any subsequent protocols in upholding high standards of behaviour both on and off site when “on Academy business”.

4. Training and communicating key messages

The Academy will ensure that high-quality training on all aspects of behaviour management is provided to support the implementation of this policy and subsequent guidelines. This will be provided for students, staff and members of the Governing Body (where appropriate). Training will be coordinated to reflect the needs of the Academy and be reviewed by ALT and the Governing Body.

The behaviour policy is available at the Grace Academy school website (<https://coventry.graceacademy.org.uk/policies/>) and is also available on request from the school office. Specific protocols and further details relating to the behaviour policy are also communicated via the school website and pupil planner, and the Academy may also send out key messages or updates throughout the year. These may be posted online, sent via text/email or sent home via letters.

5. Climate for Learning

In order to promote positive learning behaviours with shared expectations across subjects, every lesson at Grace Academy Coventry requires each student to receive a “stamp” in their planner which represents that particular student’s approach to learning for that lesson/period.

As a consequence, student planners are integral and all students must present their planner in all lessons. They are expected to carry planners at all times, and are made aware of the appropriate sanction(s) relating to the carrying and proper use of student planners.

Alongside using the teacher stamps in planners and issuing rewards, teaching staff are encouraged and supported in using the most appropriate tool(s) to help students make appropriate choices about their behaviour and attendance.

On occasions where they have breached the Code of Conduct, students have a right to expect consequences and/or sanctions to be applied consistently and equitably to the situation in question. Whole groups will not be punished for the poor behaviour of a few, nor will a sanction be imposed that is unreasonable/unequitable or designed to humiliate.

6. Strategies for managing behaviour

All strategies for managing behaviour are focused on achieving a positive Climate for Learning. By implementing a rewards system, 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 tracked so that staff can respond to behavioural patterns of and devise strategies as appropriate. ‘Positive Teaching’ strategies should be applied in between the issuing of all sanctions.

7. Rewards

Frequent praise and reward for achievement are an integral part of Grace Academy, so that students receive recognition for their positive contributions to Academy life. Students Rewards include (but are not limited to):

- Recognition of positive stamps in planners
- Praise from the Teacher
- Comments made in the student's 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

Rewards are coordinated, monitored and reviewed by appropriate pastoral staff and/or ALT

8. Unacceptable behaviour

Students are always reminded and guided 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(s).

Where staff feel that student behaviour requires sanctions, the Academy's behaviour pathways/protocols provide a clear framework upon which the appropriate level of sanction should be issued. On any occasions where student behaviour cannot be easily categorised, appropriate members of Pastoral staff or ALT will make a considered judgement.

9. Investigating incidents

For the most part, student behaviours can be easily identified or witnessed by a member of Academy

staff and there would be no need to enter into an investigation of such incidents. In those cases, it is reasonable for the member(s) of staff involved to provide a factual and straightforward account of events in order to determine the appropriate sanction(s). On other occasions, this may not be possible and the Academy will need to investigate further in order to arrive at a reasoned judgement. This may be for incidents of poor/unacceptable behaviour (including bullying) which have already occurred or are potentially to occur in the future. In these cases, appropriate members of Academy staff are minded to follow the internal guidance for ensuring incidents are investigated in a fair and transparent manner.

10. Reports

If student behaviour requires a more robust level of monitoring, the Academy operates a reporting system. Clear targets or goals will be set, and the report will continue:

- until these have been met, or
- for an appropriate length of time (to be determined by the issuing member of staff).

There are three levels of general behavioural report:

- Tutor Report: This is issued if the tutor is concerned with a student's performance over a given period of time
- Pastoral Report: An escalation of tutor report, or report issued by Pastoral staff if a student is in need of more robust monitoring.
- ALT Report: An escalation of Pastoral Report, or if a student's performance needs to be monitored by senior management

In addition to these reports, the Academy will also use the following, more specific reports:

- Subject Report: This will be issued by a particular subject or department, in response to a student's performance.
- Attendance/punctuality report: This is specific to a concern relating to a student's overall attendance, attendance during a given period of time, or punctuality to school/lessons
- Academic mentoring reports. These are specifically related to the "Academic Mentoring" programme, and are designed to review and improve a student's academic performance as opposed to explicitly focusing upon improving behaviours. These reports will be issued accordingly.

11. Isolation and exclusion

The Academy's response to challenging and disruptive behaviour will be made in the context of both the Academy Behaviour Policy and government 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, but 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 8.50am and finishing at 3.50pm. An extended isolation 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 4.30pm at Grace Academy.

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

The Academy will regularly monitor, review and report data relating to isolation, internal/external fixed-term and permanent exclusions to ALT and governors This will include recommendations or strategies to ensure the needs of students currently at risk of permanent exclusion are met.

12. Student behaviour outside of 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.

13. 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 (https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf) 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 Search and restraint Policy for further information).

14. Suspicion of Theft, Weapons or Illegal Drugs

The Academy Leadership Team will lead this activity and is authorised to search bags, uniform and lockers. This is to reassure staff, students and parents that the school continues to be a safe and secure site. 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. For further information regarding Searching, Screening and Confiscation, please read the following government document:

<https://www.gov.uk/government/publications/searching-screening-and-confiscation> (Also see Search and restraint Policy for further information).

15. 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, and expects students to fully engage with these strategies in order to maximise effectiveness.

The Academy monitors concerning behaviours and organises appropriate support to meet student needs. This support might include (but is not limited to):

- Ongoing assemblies, activities and education regarding the Academy's behavioural expectations and policies
- Engaging with a restorative justice process.
- Academic mentoring.
- Regular pastoral 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 Pastoral Team and Ethos Team
- 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
- Supported Transfers investigated
- Governor's Panel

16. 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. Staff will be invited to provide both formal and informal and feedback upon the behaviour and attitudes of students at Grace Academy Coventry, which will be considered when reviewing the policy.

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/Heads of Faculty/Pastoral Team should be aware of trends in their respective areas.

Disciplinary action, in line with this policy, will be taken where students are found to have made malicious accusations against academy staff. Grace Academy Coventry will be guided by the document "*Allegations of abuse against teachers and non-teaching staff: Research Report DFE-RR192*".

17. 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, Head of Year, Assistant Head of Key Stage or Attendance officer 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 are to be informed about these concerns at the earliest opportunity and invited to work in partnership with the Academy towards a solution.

The Academy will make relevant documentation or information regarding 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.

18. 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.

As previously stated, The Academy reviews behaviour and 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.

19. Linked policies and government documents:

Safeguarding Policy

Child Protection Policy

Uniform Policy

Homework/home learning Policy

Attendance and Punctuality Policy

Investigating incidents policy

Searching & Restraint Policy

Anti-Bullying Policy

Curriculum Policy

Equality and diversity Policy

E-safety Policy

Special Needs Policy

Home/School Agreement

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf