



KING JAMES I ACADEMY

Behaviour Policy

Date adopted by Governors: January 2017

Date of Next Review: January 2018

Behaviour Policy

1. Aims

1.1 Aims of Policy:

- To work in partnership with parents in promoting and developing high standards of behaviour;
- To equip young people with high level social skills in order to take up worthwhile places in their communities;
- To raise standards of achievement by identifying problems at an early level and implementing appropriate strategies for the “individual”;
- To achieve a consistent approach to behaviour management;
- To ensure lesson continuity by promoting positive behaviour and avoiding confrontation;
- To reduce the number of fixed term and permanent exclusions.

The aim of our behaviour policy is to create an environment where students may work purposefully, feel secure, happy and confident and where relationships between staff and students and between the students themselves are based on mutual respect and tolerance.

2. Positive Behaviour Management

2.1 If we are to achieve the above aims we believe that everyone in our community must be encouraged to work together positively to achieve them. We are committed to developing a positive climate which places learning as the number one priority and realises that we do need to teach good behaviour.

2.2 We believe that a strong ethos of achievement and good behaviour comes from us all working together within a clear framework. Every member of staff has a responsibility to uphold the procedures outlined in this policy.

2.3 The 4 R’s provides the framework underpinning our behavioural approach.

3. Rights Responsibilities Rules Routines

3.1 The 4 R’s framework helps:

- students make better choices
- keep the focus on learning
- give a sense of fairness to both praise and correction
- students take responsibility for their own behaviour and learning
- create a consistent and predictable framework
- adults to share a common theme and common language

- students know where they stand
- students feel safe

3.2 Rights consist of:

- the right to learn
- the right to teach
- the right to feel safe (physically and emotionally)
- the right to respect and dignity

4. Responsibilities

4.1 Students must be responsible for their own behaviour. Using the language of choice is a powerful way of doing that. As they realise that they are making choices in many areas of life the teacher can guide them to make more socially appropriate choices. Good choices should be rewarded, poor choices always have consequences. 'You enjoy the right to feel safe therefore you must take responsibility so that others can feel safe'.

5. Rules

5.1 Refer to the "Expectations" on a regular basis. Actively teach what they are and praise for getting it right. 'Thanks for lining up. Good choice'. Reinforce the rules when you speak to students. 'Remember the rule for no gum. Thank you,' is better than saying, 'put your gum in the bin please.' Staff have a responsibility to make sure the rules are displayed in every teaching space with modifications by departments where necessary.

6. Routines

6.1 It is wrong to assume that students know how to behave during certain routine times. Teach them what sorts of behaviour you want to see. Always give feedback on how they are doing.

6.2 The routines for King James I Academy will always be:

- classes will line up and be greeted by the teacher
- teachers will decide where students sit and there will be a seating plan
- the register will be taken in the first 10 minutes of the lesson
- lesson objectives will be noted on the board or told to the class
- pack away all equipment, stand behind chairs and wait to be quietly dismissed

7. Core Principles of the Policy

- Plan for appropriate behaviour

- balance correction with praise and encouragement
- establish consistent rewards and punishments – following the Academy Sanctions / Rewards Policy
- use the language of choice to teach and emphasise taking the responsibility for inappropriate behaviour
- plan your language to be positive and motivational
- plan alternatives to confrontation, speak quietly know how to get help when necessary

8. Plan for inappropriate behaviour

- All members of staff to use the same language – the language of choice. 'If you choose to do that then this will happen'. There must be zero tolerance if the choice is a bad one.
- Plan what the consequences of inappropriate behaviour in your classroom will be and carry them out if the wrong choice is made.
- Plan alternatives to confrontation and don't raise your voice.

9. Work within the Four R's framework:

- it sets the climate for success
- it builds confidence and self-correction
- it is both supportive and corrective
- it reduces confrontation and tension
- it is an educational process
- it is fair, reasonable and logical
- it provides a platform for skill development

10. Separate the behaviour from the child:

- make the behaviour unacceptable, not the child
- making the behaviour wrong allows for changing to better behaviour
- do not link poor behaviour to the student's personality
- linking good behaviour to a student's identity builds self esteem

11. Use the language of choice:

- it gives children confidence by giving them responsibility
- it regards mistakes as a normal part of learning
- it has a positive emphasis
- it reduces instances of conflict arising from trying to make things happen
- it creates an important link between choice and consequence
- it helps to empower them as individuals

- 11.1 When we all use this language, students will become used to it. It gives feedback on the choices they are making, letting them know whether they are good or bad choices.
- 11.2 'The instruction is to sit in your seat. I'd like you to choose to do that now – thank you'. 'If you choose not to finish your work now you will be choosing to finish it at break. Make a good choice and get back to work now.'
- 11.3 The main aim is to create a learning experience; to make a connection in the student's mind between the choices they make and the outcome we create and in this way to influence future choices.

12. Actively Build Self Esteem

- 12.1 If experiences in the Academy are constantly negative and unsuccessful they will undermine the student's ability to be successful. Students will create a model in their head that accepts a lack of success being the norm for them – this will lead to behaviours that avoid risk taking and challenge. These behaviours can be disruptive.
- 12.2 As a significant adult you can alter this. We need to let students know that we respect and value them. If we all do this it will improve self esteem. Praise the good choices they are capable of making.

13. 'Catch them Being Good'

- 13.1 This is one of the keys to successful teaching and learning. Thanking students – let them know what the praise is for e.g. being quiet, lining up, pens down – it tells them what behaviours they can repeat in order to gain praise.

14. Actively build trust and rapport

- 14.1 Positive relationships are at the heart of all we do. Building rapport with students requires effort, commitment and skill. It happens in many simple ways: learning names, greeting students in corridors, showing interest in what they do both in the classroom and out of it, and showing interest in them as human beings.
- 14.2 In order to influence and guide students it is necessary to enter their world and be aware of their perspective:
- people achieve more when they are confident and trusting
 - having confidence and trust encourages risk taking which leads to learning
- 14.3 Model the good behaviour you want to see:
- calmly resolve conflict using the planned approach to bad behaviour

- calmness, predictability and certainty are the key behaviours to model
- listen to problems and respond

14.4 Always follow up on issues that count – remember the consequence is inevitable:

- always follow up on students' choices with a consequence
- following up shows that you care and what you say is important
- be positive about future behaviour when following up
- keep the focus on the behaviour not the personality

14.5 Work to repair and restore relationships:

- catching them being good afterwards allows them a way back
- remember that students may still be stressed or resentful
- allow time and repeat the attempts to be positive
- if there is no hope of a way back relationships and achievement will founder

14.6 Celebration of good behaviour and achievement:

- verbal praise
- written praise in books
- display of work
- written praise
- commendation
- commendation letters home
- positive entry on SIMS
- telephone calls home
- assembly mention / SIMS rewards certificate
- exceptional work, visit to Headteacher
- recording of achievement in tutor sheet element of report
- Rewards programme
- Certificate of achievement issued through the annual Achievement Assemblies
- Issue Rewards Cards

15. **Consequences of bad behaviour or Sanctions**

- use the language of choice
- verbal reprimand
- use of the departmental bolthole
- break or lunch detention
- single incident report / recorded entry on SIMS (actionable incidents to be recorded)
- an additional piece of work
- letter home

- phone call home
- subject / pastoral after school detention
- referral to tutor / SSW
- daily report sheet for behaviour / timekeeping
- removal from lesson (use of the on-call teacher / SLT Remove)
- referral to SMT
- meeting with parents
- removal from lessons (Rapid Removal)
- internal exclusion (Remove Room)
- fixed period exclusion
- Managed Move (1-8 week placement at a partner BIP school)
- SERG Referral - pastoral support plan/programme
- Half Termly Restitution Meeting / Governor's Disciplinary Meeting
- Referral to SW Durham Behaviour Panel
- Permanent exclusion (in an extreme case)
- Student Support Centre Placement

15.1 Please note that the absence of misbehaviour from this list does not mean there will be no sanction. We refer always to 'Our Four Rights' to decide whether behaviour is acceptable or not.

15.2 Behaviour at one level may be found to be more serious if it is repeated:

Low Level

- chatting in class
- calling across the classroom
- failure to bring equipment
- dropping litter
- chewing gum
- wearing incorrect uniform
- failing to do homework

Medium level

- running around dangerously
- swearing
- disturbing others' learning
- shouts out in class
- refusal to work
- displays of anger / aggression

High level

- ignoring a member of staff's instructions
- dissent
- truanting
- swearing at an adult
- verbal assault
- physical assault
- stealing, extortion
- drug taking & drug dealing
- arson
- racism
- bullying

These high level behaviours could lead to exclusion being a consequence. The special educational needs of students in these circumstances will always be taken into consideration.

16. Discipline - Introduction

- 16.1 Our aim is to create an environment where students may work purposefully, feel secure, happy and confident and where relationships between staff and students and between the students themselves are based on mutual respect and tolerance.
- 16.2 Discipline within the Academy is based on making expectations clear to students, being fair and consistent and being vigilant, not upon a long list of punishments and sanctions.
- 16.3 All staff have a contribution to make in this area. Matters of attitude and behaviour are not somebody else's concern, they are everybody's business.
- 16.4 All students are expected to behave in a way which is respectful of other people and the Academy environment. Care, courtesy and consideration are key to supporting the values in which we believe.
- 16.5 There is a brief set of rules which are made known to students when they come to the Academy and to which they should comply. A consistent approach to enforcing these rules should be adopted by all staff.

17. Staff Responsibilities

- 17.1 Within the classroom the teacher has responsibility for the discipline of the class. The teacher should frequently refer to the "Expectations", on display in every room and maintain these standards.

- 17.2 All teachers have a responsibility to correct breaches of discipline if these come to their attention at any time and in any place. In serious cases of indiscipline or where a serious offence has been committed, referral should be made immediately to the Behaviour / Student Support Workers or the Senior Leadership Team.
- 17.3 If any teacher has reason to believe, either through observation or hearsay, that any student may have used or had access to drugs or alcohol, then the matter must be referred immediately to a member of the SLT.
- 17.4 The behaviour of students towards other students is as serious a concern as the behaviour of students towards members of staff.
- 17.5 Instances of actual or suspected bullying should be referred to the appropriate Student Support Worker and details recorded on Sims, and the Head of Year should be informed, if appropriate. The appointment of an Anti-Bullying Coordinator as well as a team of trained Peer Mentors enhances other forms support, and helps students who have identified a bullying issue.
- 17.6 The Academy has no legal responsibility for the discipline of students away from the Academy premises and outside Academy hours. Nevertheless, the Headteacher will act in respect of complaints about breaches of discipline involving students travelling to or from the Academy, or on the Academy premises out of school hours. At all times, students, as ambassadors for King James I Academy will be expected to demonstrate their pride in their school through the maintaining of high standards in relation to dress, behaviour and attitude. Students not maintaining appropriate standards during periods where the school has the legal right to enact its Behaviour Policy will be challenged.
- 17.7 Within the Academy we aim to create a positive and supportive teaching and learning environment. We encourage students to recognise the benefits to both themselves and others, of good behaviour, co-operation and application to study.

18. Sanctions

- 18.1 Good discipline is the responsibility of all staff. It is maintained through shared expectations of consistently high standards of courtesy, behaviour, effort, presentation of work and self and punctuality.
- 18.2 For the majority of students positive relationships between teacher and student play a more significant role in maintaining good discipline than any fixed system.
- 18.3 For students, classrooms (including labs, workshops and gyms) are places of work. Just as in any factory or office there needs to be clearly understood rules and expectations which allow everybody to work safely, successfully and enjoyably. The following expectations apply to all lessons:

18.4 For the start of lessons students should:

- Arrive on time for all lessons
- Enter rooms sensibly and go straight to their workplace
- Take off and put away any outdoor wear
- Take out books, pens, equipment and planners
- Put bags away as directed by teacher

18.5 During lessons:

- Start by taking the register in silence
- When you talk to the whole class, ensure they all remain silent, listen and concentrate.
- If the class is asked a question, ensure students put up a hand to answer; do not allow them to call out (unless you are asking for quick ideas).
- Students must have pen, pencil, planner and any other equipment needed.
- Eating or chewing in lessons is not allowed. Drinking water is to be kept in a clear plastic container in the student's bag.
- Students must not leave the lesson without your permission.
- Ensure students record all homework in their Student Planner.

18.6 End of lessons:

- Students should not begin to pack away until you tell them to do so.
- At the end of the lesson ask students to stand and ask the students to put their chairs under or on desks. Any litter should be picked up.
- Supervise students so that they leave the room in an orderly and quiet manner.
- Do not allow students to leave before the bell.

18.7 Finally, but most importantly, never accept:

- Rudeness or disrespect from any student
- Argument or disagreement from any student following a reasonable request.
- Any student breaking either of these two basic rules should be dealt with strongly and immediately

19. Initial Action

19.1 Initial action in cases of indiscipline:

- Utilise own classroom management skills: moving students, verbal reprimand, proximity control etc.
- Extra work: e.g. connected with lesson, removal of graffiti, collecting litter etc.

- Reporting at a particular time to a member of staff and please ensure that the incident is always recorded on the Behaviour Tracking System (SIMS)
- Detention by the member of staff.
- Referral to another colleague is not a sign of weakness. Consultation and referral are of great value. In most cases the first person to refer to will be the Director of Learning.

19.2 Subsequently BSW's, SSW's or other members of SLT may become involved. It must be recognised, however, that their effectiveness and status can be undermined if students are referred to them too soon or for minor offences.

19.3 Procedures may be short cut in cases of very serious misbehaviour, when a message should be sent to the Office to contact a senior member of staff. In such cases it is essential that the member of SLT or SSW completes a Sims report and identifies action taken with the issuing member of staff.

19.4 The behaviour pyramid is intended to give a concise overview of the behaviour management options available in the Academy. Although there is some escalation in sanctions applied the checklist is not totally sequential.

19.5 The pyramid makes the following assumptions:

- All colleagues recognise that rewarding and encouraging good behaviour is a far more powerful procedure than seeking to punish less desirable behaviour.
- As all human beings make the wrong choice from time to time, sensitive and appropriate sanctions can help to encourage good behaviour by discouraging the repetition of poor choices which often lead to poor behaviour.
- When reflecting on the reasons for student misbehaviour, colleagues will give some thought as to whether, in the light of their knowledge of the student, the work set is accessible and offers him or her sufficient opportunity to participate successfully. Effective teaching is at the core of classroom management.

20. Details on specific procedures of these sanctions:

(Please note that all positive and negative behaviours and the accompanying action should be recorded on the Sims Behaviour Tracking system – available on all machines – please see the Network Technician if there are any difficulties)

20.1 Bolt Hole

Students, where their behaviour is having an adverse effect upon the learning of other students, should be sent to a Departmental Bolthole, with appropriate work to be completed. The Head of Department should monitor this strategy. It is the responsibility of the Head of Department to ensure that the Bolt Hole timetable is passed to the Main Office and to ensure that all members of a department have a copy of this document on display in their classrooms.

20.2 On Call

Where there is a significant behavioural incident, or where additional support is required to support a student being sent to the Bolt Hole, then a student can be sent to the Main Office/Student Reception with a note to request the help of the "On Call" teacher. These teachers are timetabled to ensure that high standards of behaviour are maintained throughout the Academy. Subsequent action should be determined by the class teacher and Director of Learning.

20.3 Lunch time Detention

This is usually supervised by the teacher giving detention or within a department. (The detention should be recorded) An appropriate task should be given during these sessions. Any detention should be noted by the Director of Learning.

20.4 Subject / Pastoral Detention

These are used to track student behaviour and effort over a series of lessons within a specific curriculum area. Students should report back to the Director of Learning.

20.5 Daily Reports

These are used when there are general concerns about a student's work or attitude. All lessons are commented upon. The report is signed by Tutor/SSW and parents. The suggested period of this sanction being used is for one week. All copies of the Daily Reports are kept with the student's records.

20.6 Subject / Pastoral Detention

Students may receive a detention for a variety of reasons but it would frequently result from other sanctions not succeeding in modifying behaviour.

20.7 SLT Detention

New staff have the option of referring a student to the SLT Detention (Friday evening) by using SIMS to record an incident where a student has failed to attend a Departmental Detention. Students who miss subject / pastoral detentions will be referred to SLT Detention.

21. Sanctions for worse-case behaviour

21.1 SERG Referral

Students may be referred to the SERG Meeting which takes place every two weeks. Individual students are referred, through this meeting, to a variety of agencies including the Behaviour Support Service, Education Welfare Service, One Point, the Learning Support Unit, Learning Mentors, Gifted and Talented Coordinator, as well as to a variety of external agencies (CAMHS / YOT etc.). Individual referrals are completed using a revised Pastoral Support Programme / SERG Referral Form. Students will receive an action plan which will reference the support which they will receive in pursuit of challenging targets. All meetings are minuted by a member of the SLT and a database is updated to ensure adequate information can be supplied for the identified Key Worker.

21.2 Referral to the Remove Room

Students can be referred to the Remove Room for a period of time between 1 lesson and 5 days by Key Stage Co-ordinators, or other members of the Senior Leadership team. The length of time of each referral is determined depending on the severity or frequency of poor behaviours, and is at the professional discretion of the appropriate staff member.

Whilst in the Remove Room, students are appropriately supervised under controlled conditions by our Key Stage 3 and 4 Behaviour Support Tutor(s). Pupils are always appropriately educated within this period and are given intensive support by the Behaviour Support Tutor with responsibility for the student (determined by the Key Stage of the student). This ensures that students do not fall behind with work and that the academic progress of students is affected minimally.

Normally, students will not be referred to the Remove Room facility more than 5 times in a given academic year. Appropriate records of students referred to the remove room are kept and we endeavour to inform parents when sustained periods of referral to the remove room for any given student are required or made.

21.3 Managed Move

If a referral or referrals to the Remove Room have proved unsuccessful, then a 6 week placement in a neighbouring school will be considered via the SW Durham BIP. The Key Stage Coordinator / Deputy Headteacher will liaise with the neighbouring school and provide day-to-day support to ensure that the academic and pastoral needs of students are collaboratively supported. At the end of the Managed Move period, students will either transfer to the neighbouring school via the usual LA managed protocols, or will return to King James. This will happen when the Academy, neighbouring school and parents/carers agree that this will

provide the best strategy for the further development of the student, and evidence can be provided that poor behaviours have/will be modified.

21.4 Fixed Term Exclusions

Fixed Term Exclusions may be for one to forty five days depending on the circumstances. Supported and supervised education will continue to be provided to the student at their own home during their period of exclusion. The Governors and LEA are informed of all exclusions and parents are informed of their right of appeal. Re-admission interviews may be held with parents, senior staff and, on occasion, a Governor, following each exclusion.

21.5 Restitution Days

Restitution Days provide students with the opportunity to reflect upon their behaviour and upon the actions which have contributed to their poor behaviour. These days take place Half Termly and reflect those students who have more than one negative SIMS Report per week for the previous Half Term. Students complete a full day in Restitution and parents will attend an interview with SLT and Governors to account for their behaviour.

21.6 Governor/Headteacher Interview/Parenting Contract

Where it is appropriate and there have been a series of serious incidents and where inclusion support (see Inclusion Policy) and sanctions have proved to be ineffective in modifying a student's behaviour a meeting will be arranged. The student and their parent / carer will be asked to attend a meeting with the Headteacher and one or more Governors. During the meeting the range of strategies which have been employed and the incidents will be discussed. This meeting provides a final chance for a student and their parent / carer to address the issues. Parental contracts will be issued by senior staff on behalf of the Governors and used to shape the support which will be offered to the student and their family to help them to identify and meet basic Academy expectations. It is expected that all parties to the Contract will agree and sign it to indicate their willingness to work together to improve the student's behaviour.

21.7 Parenting Order

In extreme cases it is possible, through a referral to the LEA, to present a case for the establishment of a Parenting Order. A Parenting Order places specific legal requirements upon parents to ensure that their child acts in accordance with laid down procedures. This strategy can be used where a child has been Permanently Excluded, or where they have a history of repeated and serious offences, and where there is little evidence of parental support.

21.8 Student Support Centre Referral

Where a student has persistently disrupted learning or failed to abide by Academy rules, they will spend a 6 – 8 week period in the Student Support Centre. They will follow a reduced curriculum and behaviour will be closely monitored. A review will take place 1 week prior to the end of the placement and if behaviour has improved, the student will re-engage with their full timetable. Continued poor behaviour in the SSC will result in an extended stay..

22. Permanent Exclusion

22.1 This is used in extreme circumstances when a change of school is the only way forward for both the students and the Academy. A formal exclusion meeting is held with parents, an LEA officer and at least three Governors.

22.2 *All exclusions, fixed period and permanent are made following the LEA procedures.*

23. Restrictive Physical Intervention

23.1 The use of force to control or restrain students. There are occasions when the restraint of students is necessary and the safest course of action. Teachers or other members of King James I Academy staff in charge of students may use reasonable force to prevent students from:

- committing a criminal offence
- injuring themselves or others
- causing damage to property, including their own property
- engaging in any behaviour which places themselves or another student at a significant risk of harm

23.2 In all cases where other reasonable courses of action have failed

23.3 King James I Academy recognises that such physical restraint should only be used in exceptional circumstances, not as regular or routine act. Staff should ensure that they are supported by another member of staff where possible and a detailed record of any such incident should be provided to the Headteacher as a matter of urgency.