KING JAMES I ACADEMY

Behaviour Policy

Date adopted by Governors: April 2021

Date of Next Review: April 2022

Contents:

Appendices List:

1. **Aims and principles of the Behaviour Policy**
   The aims of the Behaviour Policy are to:
- Safeguard the health, safety and wellbeing of all stakeholders within the academy, including parents, pupils, staff, external organisations and visitors.
- Provide clear expectations with regards to behaviour, the basis of which are the '7 Standards' (see **Appendix A**).
- Provide a consistent, common approach to behaviour management.
- Clearly define how students are expected to behaviour.
- Determine behaviour which is unacceptable, including behaviours related to bullying.
- Work alongside parents in promoting and developing high standards of behaviour, specifically through collaboration between school and parents through good communication and teamwork.
- Ensure that pupils develop high level social skills, which equip them effectively and lead to our young people making positive contributions to their communities.
- To support excellent academic achievement through the diagnosis of problems at an early stage and the implementation of appropriate strategies for positive intervention.
- Define the roles and responsibilities of key academy staff in regards to the management of behaviour and the implementation of consistent strategies within this.
- Provide an effective and rigorous support systems which meets the varying needs of all pupils.
- Determine how pupils are rewarded for positive behaviours and efforts, as part of an ongoing rewards and recognition strategy.

2. **Legislation & statutory requirements**
   This policy is based on advice from the Department for Education (DfE) on:
- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
   It is also based on the special educational needs and disability (SEND) code of practice.
   In addition, this policy is based on:
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online
   This policy complies with our funding agreement and articles of association.

3. **Definitions**

This section of the behaviour policy seeks to categorise negative behaviours according to the severity and potential impact of the given behaviours, but is not definitive. 3 categories are used; **a.** low-level negative behaviour, **b.** significant negative behaviour, and **c.** serious negative behaviour. Whilst these are intended to be used as a guideline for staff in the management of behaviour, the application of behaviour management strategies and sanctions will be applied flexibly as part of our commitment to consider the needs of all students individually. The professionalism, discretion and expertise of various staff in making decisions regarding behavioural issues is a core principle adopted by the academy in establishing a consistent and effective approach to behaviour management, based on teamwork. We prioritise implementing case-specific and proportionate responses to behaviour demonstrated.

a. Low-level negative behaviour
- Minor disruption in lessons, in corridors and at breaks and lunchtimes. For example, talking in lesson or running in corridors.
- Non-completion of homework or classwork to an appropriate standard.
- Poor attitude, including lack of effort or progress within a given lesson/series of lessons
- Incorrect uniform
- Lack of basic equipment (pen, pencil, ruler)

b. Significant negative behaviour
- Persistent, on-going or frequent demonstration of low-level negative behaviours
- Name calling, goading or inappropriate/abusive use of language towards others
- Failure to attend detentions, or accept sanctions imposed.
- Lateness to school, or for a given lesson within the school day
- Poor attendance

c. Serious negative behaviour
- Persistent and significant demonstration of low-level and/or significant negative behaviour
- Damage or destruction of school property, including vandalism.
- Bullying, in any form
- Assault of any form, including physical and sexual
- Fighting
- Smoking/ vaping on the academy site, when close to the academy or when representing the academy (including when wearing the academy uniform)
- Discriminatory behaviour of any form, including those directly linked to the protected characteristics (**Appendix F**)
- Truanting (internally or externally) or absconding from the academy site.
- Possession of prohibited items, including weapons of any kind, alcohol/ drugs, stolen items, tobacco/cigarette papers, 'vaping' equipment, pornographic images of any kind, any other item which is determined at the discretion of academy staff which has been/could be used to commit an offence, cause injury to person or cause damage to property.
- Making an allegation of improper conduct against a member of staff, which is found to be untrue or malicious.

These definitions are not definitive and the academy considers all behaviours flexibly, so that fair responses are implemented in all cases.

4. Bullying

Bullying is defined as the repetitive, intentional unkindness or harming of an individual or group of students by another individual or group of students. Bullying is deliberate, on-going and often repeated over a period of time, and demonstrates an imbalance of power between the bully(s) and the bullied which one individual or group find it difficult to defend against. Bullying is

considered a serious negative behaviour (see Section 3: Definitions). Further information can be found within the Academy Anti-Bullying Policy.

Bullying is categorised, as follows:

- A. Emotional: being unfriendly, the excluding of individuals/groups from participating in events, activities or other opportunities, and the 'torment' or harassing of others.
- B. Physical: any violence, hitting, kicking, slapping, taking of personal belongings, or any other form of physical aggression.
- C. Racial: Racial taunts or use of inappropriate language, graffiti, gestures, signals or signs, exclusion due to race or background or any other actions which are not equal or fair due to race, religion or cultural background.
- D. Sexual: explicit use of language or remarks, display or sharing of sexual material of any kind, sexual gestures, unwanted physical attention/touching, comments about involvement in sexual activity.
- E. Verbal: name-calling, sarcasm, rumour spreading, teasing, unkindness, unwanted nicknames, reference to personal appearance.
- F. Cyber-bullying: any form of bullying which takes place via any online platform, including social media sites, apps or gaming sites.

5. Roles & responsibilities

In defining the roles and responsibilities of staff, the following principles apply and the application of these is the basis for positive behaviour management and the continuously improving standard of behaviour within the academy:

- Staff will build positive and productive relationships with students, in which high standards and expectations for pupils are clear and well communicated. These core standards are displayed within King James I Academy '7 Standards'. These are the core standards and minimum expectations of all students, and should be the basis for the standards and expectations demanded by all staff of all students (see **Appendix A: King James I Academy '7 Standards')**.
- Staff will work collaboratively, in support of one another, through positive and appropriate communication with colleagues and an ethos of teamwork and consistency.
- Staff will work collaboratively with pupils, to agree 'the way forward'. Positive and proactive communication between staff and students, often initiated by staff, will take place when negative behaviour has taken place, to reinforce standards expected and how students can be supported to meet these standards.
- Staff will use the language of 'choice', and in doing so give children the responsibility for making the right decisions.
- Staff will recognise the achievements and efforts of students, both informally (verbally) and through formal means (See **Academy Rewards & Recognition Strategy**), as appropriate.
- Staff will keep appropriate records of behavioural issues using internal information systems. Primarily, staff will record all behavioural issues (positive/negative) on Class Charts. Action taken at a pastoral level (e.g. by a form tutor, head of year, key stage co-ordinator, senior leader, SEND staff) will be accurately recorded on CPOMS. Child Protection and safeguarding information is stored separately, and is supervised by a designated staff member.

5.1 Board of Governors

The Board of Governors is responsible for reviewing and approving behavioural policies within the academy, including this Behaviour Policy, and will hold the Head Teacher and other responsible staff accountable for its implementation.

The Board of Governors is responsible on an on-going basis for the review and monitoring of behavioural policies within the academy, and for support developments with regards to effectiveness and fitness for purpose.

Nominated members of the governing body have overall responsibility for holding the academy and its staff to account, specifically for behavioural issues. This specific role includes regular review meetings with key behavioural staff and an overall role in providing and sharing key behavioural information with stakeholders as part of formal and calendared governor meetings.

5.2 The Head Teacher (and other senior leaders, as appropriate)

The Head Teacher is responsible for reviewing and approving this behaviour policy (and supporting documents).

The Head Teacher will ensure that a positive learning environment encourages positive behaviour, and ensure that staff deal effectively with negative behaviour in line with agreed policies.

The Head Teacher will ensure that the use of rewards and sanctions is balanced, and that a system of consistent behaviour management is in place.

5.3 Senior Leaders

Senior leaders are responsible for supporting a consistent approach to behaviour management, leading by example and ensuring that staff within their areas of responsibility are supported and held to account for the effective management of behaviour and their respective learning environments.

Senior leaders are responsible for supporting whole-school and year/key stage-specific strategies (as appropriate to their roles), and for supporting an effective quality assurance process of behaviour within their specific areas of responsibility.

Senior leaders will support other staff, as appropriate, and when on-going instances of negative behaviour and/or instances of serious negative behaviour occur.

Senior leaders will agree to referrals to any off-timetable support for individuals/ groups of any more than 1 day (via Heads of Year).

5.4 Heads of Year

Heads of Year have responsibility for the oversight of behaviour (positive and negative) within their year groups.

Heads of year will work collaboratively with form tutors to support positive behaviour, especially during morning form periods. This includes supporting tutors in ensuring that students are well-prepared for the academy day.

Heads of Year will take appropriate actions, in collaboration with parents and other stakeholders, to address instances of poor behaviour and to recognise and reward positive behaviours.

Heads of Year will seek support from appropriate senior leaders, when required and when the behaviour of an individual/ groups of students is consistently/regularly unacceptable, or when significant instances of serious negative behaviour occur.

5.5 Classroom teachers/other in-lesson staff

Classroom teachers will work positively with students, ensuring that expectations and standards are clearly communicated (7 Standards). Seating plans and classroom routines will be used to support the establishment of a positive learning environment

Classroom teachers will ensure that the 'Agreed Standards for Consistent Practice in Every Lesson' (**Appendix B**) is displayed in classrooms and that the expected practice therein is in place. This consistent practice in every lesson supports routine and the reiteration of the common standards adopted by all teachers within this approach.

5.6 Form Tutors

Form tutors will prepare students effectively for the school day, through consistent and rigorous application of the academy tutor-time plan and by ensuring that tutees are always fully prepared for learning. This will include the checking of uniform, equipment and other principle standards.

Form tutors will make one positive phone call each week, to recognise the positive behaviour or contribution of a tutee, and to build rapport with parents, thus encouraging a continuation of collaboration.

Form tutors are responsible for identifying pastoral needs of students, and taking appropriate action proactively to address these issues, with support from other staff (e.g. Heads of Year). Form tutors are the designated 'first contact' for students, and so play a vital role in the preparation of students for fruitful, productive learning, and subsequently good behaviours and attitudes.

6. Pupil code of conduct

The conduct expected of all students is detailed further in the academy's 'Behavioural Expectations' document (**Appendix C**). This provides detailed information on the various policies which apply and the academy's expectations with regards to student behaviour and staff support. However, the '7 Standards' of expected behaviour of academy students is a clear summary, which has been agreed upon following consultation with students, staff and the governing body, of the basic elements of behaviour and conduct expected. This has been communicated to all students, and these standards are displayed in all classrooms.

6.1 '7 Standards'

The 7 key standards and expectation of all students in the academy:
(See **Appendix A** for more detail)

1. Be prepared for learning, including having the correct uniform and equipment.
2. Value and contribute towards the academy environment, including leaving classrooms ready for learning
3. Have good attendance, and be punctual at all times
4. Engage and show enthusiasm towards all learning activities, giving 100% effort.
5. Show respect to all, including peers and staff. Treat everyone equally and with consideration.
6. Make a positive contribution to the academy and the local community, including demonstrating good behaviour in the local community and conveying a positive image of the academy.
7. Be positive, and have a good attitude towards learning and have determination to succeed.

7. Behavioural Improvement Strategies (Sanctions & Support)

A key academy principle in bringing about behavioural improvement is to balance the application of appropriate sanctions for poor behaviour with the effective use of strategies to support

students in bringing about improvement. Equally important is the balance between sanctions and support for negative behaviour, and recognition and reward of positive behaviour. In the application of sanctions and support strategies, the needs of each individual are considered. Behaviour management strategies used to address negative behaviour will vary depending on the needs of the student, but primary strategies used to manage and improve behaviour, and to recognise positive achievement and behaviour, include:

7.1 Behavioural Sanctions
- Verbal reprimands/ discussions with pupil(s)
- Departmental report (behaviour in lessons over time is monitored)
- Detentions- these involve the detaining of individuals for additional time, including at breaks, lunches and after-school
- Contact with parents (telephone calls/meetings)
- Use of a pupil report (pupil's behaviour in each lesson is monitored by a Key Worker)
- Use of 'On-Call' and 'Bolthole' systems (see **Appendix D**)
- Isolation/ referral to the Inclusion Centre
- Implementation of a Behaviour Contract (agreed with parents, student and academy). A template for this is available in **Appendix E.**
- Attendance intervention via Attendance Coordinator
- Referral to Restitution Day interview, attended by the pupil and his/her parents, SLT, pastoral leaders and an academy governor.

7.2 Behavioural Support Strategies
- Tutor Group move
- Academic set move
- 1:1/group-based support (Student Support Workers)
- Referral to School Counsellor
- Referral to CAMHS
- Learning Support Unit referral- support periods/ part-timetable
- SEND intervention
- Time-out card
- Allocation of staff mentor
- Peer Mentor support

7.3 Rewards & Recognition (see **Appendix B: Rewards and Recognition Strategy**)
- Praise and verbal recognition
- Positive achievement points – Class Charts
- Positive communication with parents
- Achievement assemblies – subject and pastoral recognition
- Rewards Trips
- Annual Academy Prize Evening
- Half-termly Gold, Silver and Bronze awards
- Other achievement rewards
  *Information and strategy summaries in 7.1, 7.2 and 7.3 are not exhaustive, but give a picture of the balance of strategies used to sanction, support and reward learners.

8. **Behaviour Management**

In relation to behaviour management, specific and sensitive issues which are reasonably expected are addressed here:

8.1 Malicious allegations against academy staff

All allegations made against members of staff will be thoroughly and extensively investigated by the Head Teacher and other appropriate staff. When a pupil makes an unfounded allegation against a member of staff which is found to be unsubstantiated or malicious, the Head Teacher will discipline the student concerned in accordance with the behaviour policy and at his/her discretion.

The Head Teacher (or senior or middle leaders delegated the responsibility) will consider the pastoral and support needs of the pupil concerned, in ensuring that a balanced response to the allegation is achieved.

8.2 Physical intervention

There are situations when the use of force or physical restraint are necessary and are the safest course of action. Circumstances in which this type of restraint is to be used are as a necessity and to prevent students from:

- Committing a criminal offence
- Injuring themselves and/or others
- Causing significant damage to property, including their own property
- Engaging in any behaviour which places themselves and/or others at significant risk of harm

The academy recognises that such use of physical intervention should always be conducted within exceptional circumstances and as a last resort, not as a matter of course or regularity and when other reasonable methods of action have failed. Where possible, no such intervention should be attempted without another member of staff present, and a full and detailed written record should always be provided to the Head Teacher as a matter of course.

8.3 Confiscation of item(s)

Items, including those listed in Section 3(c) of this policy will be confiscated and not returned to pupils. When appropriate, such items will be turned over to external authorities.

The academy reserved the right to confiscate any item which is/is potentially harmful to safety, welfare and discipline of the academy or any individual therein.

As part of academy policy on the use of mobile phones, random spot checks can and will be made by appropriate academy staff (middle and senior leaders). Mobile phones found to be in breach of the academy policy with regards to mobile phone use can be confiscated, as detailed in the Academy Mobile Phone Policy.

8.4 Use of electronic equipment

Mobile phone and other electronic devices must not be used by students when in school. Following consultation with students, the academy agrees to allow the safe storage of mobile phones in closed pockets to protect them from damage as part of the academy mobile phone policy. Recording of any kind within the school day will be treated as a serious example of negative behaviour. Whilst the academy cannot accept responsibility for the investigation of incidents which take place online, cooperation will be given to authorities in any further

investigation following online issues and pupils will be supported, as appropriate, following such incidents.

8.4 Pupil support system

The academy operates a system by which support can be provided to students. The academy recognises its responsibility under the Equality Act 2010 to prevent pupils with a protected characteristic (**Appendix F**) from being at a disadvantage, and therefore our approach to managing challenging behaviour for some pupils may vary. Specific and specialised support provided may include:

- Student Support Worker involvement
- An evaluation by the academy Special Educational Needs Coordinator to determine whether a pupils who exhibits challenging behaviour has underlying needs which are yet to be met.
- Support and advice from specialist teachers, medical practitioners or educational psychologists to identify additional support needs required
- Liaison with specialist external agencies, including CAMHS
- Some pupils will be supported through the implementation of specific plans, which will be reviewed regularly.

9. Pupil transition

To support positive behaviour and smooth transition, pupils in Year 6 have transition days and meetings are held with primary schools in order to identify and act upon specific needs of students. Visits will be made to all feeder primary schools, where assessment of needs and future planning will take place to support students in the process of transition from primary to secondary school.

10. Staff Training

Our staff are trained in the following ways to ensure that best practice is delivered with regards to behaviour management. The following training types are available and used to support staff:

- Whole-staff training as part of the annual CPD programme
- Bespoke training for individual staff members based on need.
- Induction training for all new staff on a bi-annual basis.
  Staff can request behaviour management guidance, training and support as required. This will be provided by senior leaders or other appropriate staff, as determined.

Appendices

*Appendix A: King James I Academy '7 Standards' of expected behaviour

KING JAMES I ACADEMY

7 STANDARDS

King James I Academy

BE PREPARED
- Complete all homework on time
- Wear full uniform every day
- Bring your equipment & PE kit
- Turn off your phone
- Concentrate on learning!

ATTEND & BE PUNCTUAL
- Come to school every day
- Be on time - every time - it's a good idea to try and arrive early!
- Aim for 100%
- Speak to your tutor if there is a problem

SHOW RESPECT TO ALL
- Be polite and friendly
- Always follow instructions given by staff
- No swearing
- Remember that everyone is different, but should be treated the same
- Be considerate of others, and show care and concern

BE POSITIVE
- Have a 'Can Do' Attitude
- Be resilient and determined to succeed
- Solve problems and make decisions yourself
- Always try your hardest - you can always try again
- Be accountable - take responsibility for yourself

ENVIRONMENT
- Behave safely, without endangering yourself or others
- Be proud of your academy, and look after it
- When on the move, be calm and sensible
- Keep noise to a minimum
- Bin the rubbish!

ENGAGE & SUCCEED
- Always give 100%
- Get involved in as much as you can - the chances you have may never come again
- Celebrate successes and be proud
- Never give up

COMMUNITY
- Put others first
- Make a positive difference in our community through fundraising and charitable work
- Behave in a way which portrays the academy positively when outside of school

Agreed Standards for Consistent Practice in Every Lesson

Teacher is present before the bell rings

Students are greeted by the teacher

Basic stationery is available in all classrooms if required by students

The register is taken within the first 10 minutes

Students who are unaccounted for are reported to the main office

Learning objectives & success criteria are displayed and communicated

Lesson activities include reflection on prior learning, are varied and appropriately challenging (they allow the needs of all individuals to be met)

Teacher supports retention and introduces new knowledge & skills

Cross-curricular and linked learning takes place

Active reading and opportunities to write are provided

Praise and sanctions are balanced and in accordance with the behaviour policy

High quality work is recognised and praised

Effective questioning takes place and is used to confirm understanding

Formative assessment takes place which clearly checks learning and embeds knowledge

An effective plenary takes place which measures progress against the lesson objectives and success criteria

The classroom is well managed and is left tidy for the benefit of others

Students are dismissed using an orderly and staggered approach

Behavioural Expectations

The following is a summary of the various policies which apply and of our expectations with regard to student behaviour and staff support.

Respect
- Students will be expected to treat others with respect.
- Key evidence of respect include the following, which are expectations required of all students in all cases:
    - Greeting others ("Good morning" / "Good afternoon" etc.)
    - Using positive and supportive language with others ("Can I help you...?")
    - Addressing staff appropriately ("Sir", "Miss", "Mr/Mrs...")
    - Opening doors / standing aside for visitors and others
    - Using bins and avoiding littering, and in doing so valuing the academy environment
    - Improving the learning environment, as appropriate
    - Making a positive contribution and helping others to do the same
    - Making suggestions and contributing to the improvement of the Academy
    - Being on time and always attending school
    - Positively participating in learning activities
    - Following teachers' instructions
    - Listening and avoiding low level disruption through talking
    - Including other students within activities
    - Standing up when any teacher or other adult enters a class, in all cases. All staff should insist on this and this should be the standard expectation.

Preparation for Learning / Equipment
- All students should approach the academy day with an attitude conducive to learning, and which prioritises making progress and achieving to high standards.
- The following items must be brought to every lesson and in a suitable bag:
    - Bag *(suitable for carrying other equipment and books)
    - Planner (where appropriate)
    - Homework, as defined by teachers
    - Reading Book (available for borrowing from Library/ as allocated by year group staff)
    - Pens
    - Pencils
    - Ruler
    - [Optional] Coloured Pencils/Pens
    - [Optional] Maths Set
    - [Optional] Calculator
    - Other equipment as directed by a given teacher
- Lockers are available to all students and are located close to tutor rooms. These are used by students to store their equipment and books, and can be accessed at breaks and lunch times. They are supervised by appropriate security cameras to make sure that they secure at all times.
- Teachers providing basic equipment should be the exception rather than the rule. In cases where students persistently fail to bring basic equipment to lessons, the respective teacher should contact the form tutor of the given child who will then contact parents to address the issue.
- Where an assessment of needs suggests that a student would be unable to provide / bring the appropriate equipment then this should be provided by the Tutor (NB to be part of a claim to the Benevolent Fund, School Fund or to use Pupil Premium funding) and kept on the site (picked up at the start of the day and handed in at the end of the day).

Uniform

- The expectations with regard to uniform are clearly laid down within letters to parents (sent at the end of all academic years) and on the academy website, and must be adhered to. Pupils are expected to be impeccably dressed at all times during the school day.
- Tutors play a key role in removing items of clothing which are not part of the uniform (hats, hoodies, trainers), at the start of the day, and in ensuring that standards / expectations are high.
- "Black Shoes" (formal, school-type, leather) are an expectation and therefore students should not be allowed to wear trainers or other variations on the policy.
- A Blazer must be worn at all times, but can be removed when in classrooms if appropriate. In this case, the blazer should be worn as students leave the respective lesson.
- Students must wear a formal white shirt, and not a polo shirt or any other variation.
- Black jean-type trousers and leggings are not to be worn as an alternative to formal black trousers.
- Ties must be worn at all times.
- Girls who wear skirts rather than trousers for school should ensure that skirt lengths are reasonable (i.e. no shorter than just above the knee). Staff should model this behavioural expectation.
- PE Kit must be brought to and worn in every practical PE lesson, even if a note excludes a child from taking an active part within the lesson. In cases where students fail to bring a PE kit, spare kit may be provided by PE staff. In this case, the student is obliged to wear the replacement uniform provided. Refusal to do so will require further action, including conversations with parents.
- After PE lessons, students should always change back in to their full school uniform, including footwear, even at the end of the academy day. This supports us in ensuring that students look smart and well presented on their journeys to and from the academy, which impacts on the image of the academy which is presented in the local community.
- Uniform passes must be given by the respective form tutor on all occasions when a pupil does not wear full school uniform. Uniform passes should only be given for 1 day, and after this students should remain off-timetable with form tutors until the issue is addressed. Importantly, sensibility should take some importance; form tutors have a responsibility to ensure that they communicate effectively with parents, and agree reasonable timescales for issues to be resolved when this cannot happen within 1 day, as would be usual.
- In colder weather, pupils can wear scarfs, hats and gloves for school, but are required to remove these, as well as coats and other outdoor clothing, as soon as they enter the classroom. Coats should be plain in colour, and hoodies should not be worn as an alternative to outdoor coats.

Homework

- Homework is to be recorded by students in all cases. It is a pupil's responsibility to ensure that homework is completed by the set deadline and that the setting of homework can be tracked through the records in planners. Additionally, teachers use Class Charts to record homework, which is trackable electronically to support the homework setting process. Homework set on Class Charts is to be managed by the respective member of staff, and is accessible externally by parents and pupils. This strategy supports a collaborative approach to ensuring that homework is set, completed and recorded accurately and effectively.
- All homework should be set using Class Charts, according to the Homework Policy, which also identifies students who have not completed homework and subsequently takes action. Initially, and at the teacher's discretion, short-term extensions to homework deadlines can be given.

Mobile Phones

- Students are permitted to bring mobile phones to the school as an emergency measure and to support safety on journey's to and from school, in line with our policy. This right is only extended to students who abide by our policy and it can be withdrawn if appropriate, in line with the Academy Mobile Phone Policy.

- The use of a student's mobile phone during the school day is not permitted and it should be kept at the bottom of bags or in another safe place by students, turned off at all times. Mobile phones should not be used in lessons to listen to music or for other similar purposes in any year group, and should only be used to support learning activities which are managed by a teacher, and where no other alternative is available. These will be exceptional circumstances.
- The Academy accepts no responsibility for the loss or theft of mobile technology. If in doubt a student should be advised not to bring the equipment to school.
- In emergency situation the Academy will provide access to a phone to support a student who needs to make contact with their home. Pupils should not contact parents directly and all communication with parents should be made by academy staff during the school day.
- Mobile phones will be confiscated as determined in the Academy Mobile Phone Policy. Serial offenders will be required to have their parent / carer attend the school to collect the phone (after 3 occasions). Continual abuse of the policy will lead to the removal of the privilege, and the issue of a mobile phone ban.

Jewellery, Hair, Make-Up & other related issues
- Jewellery expectations are highlighted on the academy website and should be adhered to. Specific attention should be paid to expectations with regard to earrings and no facial piercings.
- Excessive make-up should be removed. Pupils can be asked to do so by staff, who can provide wet wipes to support this, where appropriate.
- Outlandish hairstyles are not permitted. In all cases, formal presentation standards are expected to uphold the image of the academy. Unnatural hair colours are not permitted in any circumstances and pupils with unnatural hair colours will be required to address the issue, with parental support, at the earliest possible opportunity and as determined by the academy.
- Deodorants are not to be used in the academy at any time. This is due to the health & safety risks the use of these items causes (e.g. asthmatic reactions).
- Acrylic and other similar nails are not to be worn for school as they can pose a risk to health and safety.

Attendance
- Pupils are expected to attend school at all times. Minor illnesses, such as a cold or a headache should not mean that a child does not attend school. Pupils are expected to have a reasonable level of resilience with regards to such issues.
- Pupils should ensure that they arrive at school prior to the identified start time for their given year group, to ensure that they reach classrooms and are prepared for learning promptly at the start of every lesson.
- In situations where there is a more serious illness or issue which prevents attendance at school, a note should be brought to school on all occasions to explain the absence or parents should otherwise make contact with the academy. In cases where an absence is 5 days or more in duration, a medical note from the doctor or medical professional should be provided to school to explain the absence.
- The minimum expectations for attendance is 95%, although pupils should strive to ensure that attendance is as close to 100% as possible. Pupils with attendance of less than 90% are considered persistent absentees and will be subject to further significant action to support improved attendance.
- Form tutors have a key role to be proactive in dealing with absences of tutees, and should liaise with the Attendance Co-ordinator where appropriate and where contact with parents has not addressed the issue.

Student Movement
- Students should always **walk** (not run) around the site to avoid collisions / injury.

- Students should always **walk** on the right in corridors and stairwells to avoid any potential for an accident.
- Movement around the academy site should be sensible. Pupils should keep noise levels to a minimum, to avoid disruption to other lessons which are taking place.
- Students should be in lessons and not in corridors during lesson time, unless they have a note to cover their absence from lessons in exceptional circumstances. On any occasion on which a student is allowed to leave a lesson with the permission of a teacher, a note should be provided. Toilet passes are provided to all staff by the main office so that these can be given to students when the respective teacher deems it appropriate that a child should go to the toilet. Only 1 students should be allowed to go to the toilet at any given time.
- Teachers / Tutors / Students should supervise and take a pride in the area adjacent to their classroom. Any litter or damage should be removed / reported to the appropriate staff member (site staff or other). In situations when site staff support is required, this should be requested via the appropriate site task allocation system.
- Upon arrival at lessons, pupils should line up in an orderly manner outside of the given classroom and adhere to the accepted noise levels expected when moving around the academy site, unless otherwise instructed. When greeted by teachers at the door and asked to enter the respective classroom, pupils should stand quietly behind their allocated chair and wait to be asked to sit down. This should be the practice which is consistently expected of students by all teachers. In cases where pupils lining up outside of classrooms could cause unnecessary congestion, teachers should use their discretion as to whether pupils are required to line up or whether they are allowed to enter classrooms immediately.

Social Times (Breaks and Lunchtimes)
- Students should eat food within designated areas and food is not permitted to be removed from the dining area, unless specific permission is given (via a note) from a staff member. Situations when this could occur could be when students have permission to spend breaks and/or lunches in a specific classroom, under supervision of an appropriate staff member.
- When in the queue in the dining area, pupils should take a tray to carry food, where appropriate. When pupils use trays in the dining area, they should ensure that these are taken away to the appropriate tray collection area. In cases where pupils do not take trays away after lunch, they will be required to undertake tray cleaning duty on the following lunchtime.
- Students must not wander around the school with food on any occasion.
- Any instances of pupils squirting water or other liquids from bottles will be treated seriously, and appropriate sanctions will be applied.
- Litter should be placed in a bin or recycled, as appropriate. There are several 'multi-coloured' bins around the school site for the disposal of rubbish into appropriate categories for recycling.
- Students who do not dispose of rubbish appropriately should be allocated 'environmental improvement duties' on the academy site during breaks and lunches. These should include litter-picking tasks, or other appropriate alternatives.
- Students are not permitted to bring energy drinks into the school. Food / drink not kept in a bag (i.e. in a Blazer pocket) will be confiscated and taken to the Dining Hall or other appropriate collection point. Excessive amounts of confectionery are also not permitted and should be confiscated by staff.
- Staff and/or Peer Mentors are always available for all students to speak to in the dining hall at breaks and lunchtimes. This is available to pupils in all year groups, although a proactive focus on support of Year 7 pupils is prioritised in the first half of the academic year. Pupils in other year groups can, of course, access this support although in the most-part self-referral to Student Support Workers is their preferred option, where capacity allows.
- Students should be supportive of each other and should treat each other with respect. Concerns should be drawn to the attention of a member of staff who will deal with the matter (CP / First Aid / Relationships etc.).
- The toilet should be used during a break or lunchtime to avoid any request to leave a lesson. Toilet breaks during lessons are only allowed with the expressed permission of the classroom teacher, and at their discretion.

- Smoking is not permitted on the site and students will be dealt with, in line with our Anti-Smoking Policy, if they are found to be in possession of cigarettes. Cigarettes found on the person of pupils will be confiscated and not returned. This policy also applies to vaping equipment in the possession of pupils.
- Sixth Form students should not smoke in areas adjacent to the site. Smoking within the vicinity of the academy (within 500 yards) is not permitted by 6th form students. This avoids them presenting a negative impression of themselves, or of the academy.

Removal of students from lessons

- Pupils should only be removed from lessons when the '3 strikes and you're out' process has been followed, as a minimum. Where teachers see fit, this can be extended to '5 strikes and you're out', and staff should use their discretion in this regard to facilitate students remaining in lessons wherever possible.
- In some cases, the teacher may see fit to ask a given pupil to leave the lesson so that they can speak to the pupil about behaviour and their expectations. In these cases, the pupil should be spoken to and then reintegrated to the lesson within 5 minutes.
- In situations involving the removal of a student for the remainder of the lesson, the on-call system and bolthole system should be administered.

Support

- The Academy employs, in addition to teaching staff and tutors, a large number of student support staff, including the following, who can be contacted directly by the student, via email through form tutors and other pastoral staff, or via the use of a "Self-Referral" card. These are available in all tutor rooms. Pupils can self-refer by placing a card into one of the two boxes located around the academy site. One is located in the library (Rawe Building) and the other close to the English department in the Agnew Building. Self-referrals are checked daily by Student Support Workers.
  - Learning Support Assistants
  - Student Support Workers
  - Behaviour Support Workers
  - Counsellor
  - School Nurse
  - Progression and Careers Staff
  - Sixth Form Mentor
  - Anti-Bullying Peer Mentors
  - Peer Readers
  - Academy Council
  - Other support staff

Vulnerability / Bullying / Safeguarding

- We have received BIG (Bullying Intervention Group) accreditation in recognition of the high quality of our anti-bullying work. We have also achieved the Gold Award from the Anti-Bullying Alliance.
- The Academy Anti-Bullying Steering group meets once every half term and is attended by pastoral support staff, senior leaders and academy governor(s). The key focus of the group is prevention and effective strategic management of arising bullying / related issues.
- Any concerns regarding bullying or the vulnerability of students should be directed towards Student Support Workers who are trained in relation to restorative approaches and mediation. Student Support Workers have a responsibility to investigate and address concerns, with the support of pastoral leaders and SLT.
- In the case of staff members reporting a potential bullying incident, this should be reported by email directly to the Student Support Worker for the given year group, who will carry out a full investigation into the issue.

- Parents play a key role in supporting their child and will be involved in any issues at the earliest opportunity. Parents are encouraged to report any concerns to their child's form tutor or Head of Year in the first instance.
- All students must remain on the site during the school day and should avoid any contact with external visitors of any description, unless informed by a member of staff to do so. Students leaving the school site will face a sanction which is appropriate to the seriousness of this breach of the policy.

Rewards & recognition strategies for positive behaviour
- A full account of these is available in the Academy Rewards and Recognition Strategy.
- Rewards schemes are established across all Key Stages and include the use of Class Charts achievement points.
- Student achievement is recognised during generic assemblies and via subject and form class-specific achievement assemblies for all year groups.
- Our annual Prize Evening also allows us to recognise the achievements and efforts of pupils in the last academic year.
- Year Council staff recognise the achievements of students through a variety of activities.
- The Academy Council allows students the opportunities to develop areas of the academy and make a positive contribution to the continued development of the academy.
- 'Praise Phone Calls' should be made home by form tutors at least weekly, to recognise positive contributions made by students within academy life. These are recorded in tutor files and on CPOMS.
- Class Charts should be used as standard practice by all staff to recognise the positive achievements of students, especially in cases where good progress is made in lessons.

Tutor Communication
- All Tutors maintain a noticeboard which must contain the following:
    - A copy of the behaviour policy
    - Site plan and evacuation procedures
    - Details of sporting activities / competitive matches / challenges
    - Details of community activities
    - Attendance data / graphs
    - Enrichment activities / opportunities
    - Copies of the Year Council minutes
    - A copy of this 'Academy Behavioural Expectations' document
    - Other materials which are appropriate to the needs of the students (exam timetables, details for school photographs, social activities, events etc.)
- Telephone and face-to-face communication between tutors and parents should take place as standard practice, and should be used to address the range of issues identified in this document, in addition to other appropriate discussion points.
- In all cases, the Form Tutor is the primary point of contact between parents and the academy.

Staff Modelling Behaviours
- Teachers must understand their key role in modelling desired behaviours in relation to all aspects of Academy life and their role in supporting high standards.
- All staff have a responsibility to ensure that the expectations and practices detailed within this document are consistently applied. Without this consistency of expectation from lesson to lesson and teacher to teacher, it is difficult to expect the adherence to the standards from pupils.
- Teachers and other staff have a professional responsibility to address issues which are not in line with our whole-academy behavioural standards and expectations, and should be proactive in taking responsibility for addressing behavioural issues.
- Teachers should ensure that they are present at the start of lessons and that they are in corridors to greet students and to deal with queries / concerns.

- Displays within and around a teacher's classroom should be maintained to a high standard. Students (our students and ITT students) should, health and safety permitting, be given a key responsibility to update and maintain displays.
- Teachers must avoid shouting at students, which should be a strategy used in exceptional circumstances only, and should make use of the strategies detailed within this Behaviour Policy to deal with any concerns in a proportionate, graduated and empathetic manner.
- The key to effective behaviour management is the understanding of roles and the expectations we have of students and ourselves, and applying these standards and expectations through CONSISTENCY of practice.

On-Call & Bolthole Systems

Purpose: The allocated 'On-Call' member of staff serves to monitor behavioural and pastoral issues around the academy by being a clear presence in key areas during their allocated period. The identified member of staff should proactively circulate all areas of the school, challenging students not in lessons, and checking in specified areas (Behaviour Hotspots) - addressing issues as they are encountered, or as they are notified of them. The purpose of this member of staff is to provide general, whole-academy support across the site, and NOT to attend and provide support whilst in specific lessons.

The key roles and responsibilities of various staff with regards to the On-Call system are:

Process:

Classroom Teachers	On-Call Teacher	Office Staff	Other staff roles
- Initially, classroom teachers will use 'S-strikes and our' system to manage in-lesson issues, and should continue to apply robust and consistent behaviour management strategies in lessons before using the on-call system. - When an issue arises requiring the transfer of a pupil to a bolthole, the teacher should consider the possibility of direct hand-overs to bolthole staff if they are close-by and where appropriate to do so. - As determined, the on-call teacher should be requested via the main academy office (specifically extensions **173003 or 173004**), either via a classroom telephone or otherwise by sending another reliable students to office window. This should be done subtly to avoid further escalation of the issue(s). - When the on-call teacher arrives, the classroom teacher should notify them of the issue, and provide work for the pupil to take with them. - The removal of the pupil from the lesson should be recorded on Class Charts, as with any other issue.	- In all cases (other than those with mobile academy phones), the on-Call teacher should collect the designated on-call phone from the main office at the start of their on-call period (within first 5 minutes) - Fixed academy phones or mobile phones should not be used as an alternative to this designated phone. - Circulate the academy, visiting all areas and departments. Key areas (behaviour hotspots and others) should be checked, but on-call staff should retain mobility around the academy and not be present in hotspot lessons, unless a situation arises. These areas can be given priority and brief checks can be made with teachers in these lessons to confirm no support is required. - When requested, the on-call teacher should attempt to reason with the child in question and, if appropriate (and as agreed with the teacher), should re-integrate the pupil in to the lesson. If this is not appropriate, then the pupil should be escorted, with work, to the designated area bolt hole. - Good practice would see the on-call teacher return to bolthole classrooms to which they have moved students at the end of their on-call period, to ensure that transition from the subject area is well managed.	- At the start of each period, the on-call teacher should collect the phone from the main office (other than with staff with mobile academy phones). If the on-call teacher does not collect this in the first 5 minutes, office staff should make other attempts to contact the relevant on-call staff. - Requests for on-call support should be made to the office in all cases, either via academy phones (**ext. 173003 or 173004**) or by the teacher requesting support sending another pupil. In each case, the designated on-call teacher should be notified by telephone. - Record on-call requests to ensure that Class Charts is used by the requesting teacher to record the incidents, and record any 'no-shows' and the reasons for these. - At the end of each day, appropriate tutors and Heads of Year should be notified of all removals from lessons via email.	- **SLT** support should be requested (also via main office) when additional and significant intervention is needed to address more significant instances of poor behaviour, and when the on-call teacher has exhausted their efforts to resolve the situation (office staff have a list of "theoretically" available SLT for all lessons) to support timely intervention. - When available, **Cover Supervisors** will also circulate all areas of the academy, to increase staff presence and act as an 'additional' on-call teacher. Cover staff should identify their preferred method of contact with the office staff (usual on-call phone will be in use with on-call teacher) - **Bolthole Staff:** the key role is to support the on-call teacher in integrating the pupil to lessons, and monitor the pupil, whilst retaining focus on the teaching of their own class, if relevant. At the end of this period, the bolthole teacher and classroom teacher should address the removal from lesson with the pupil, if appropriate at that time. In cases when a 'cooling off' period is required, the two teachers could decide to speak to the pupil at a later point (prior to the next lesson).

*Appendix E: Behaviour Contract template

King James I Academy

Behaviour Contract (Student Name: _____)

Introduction/ Rationale:

Key Action Area	Agreed Targets (Linked to Specific Concerns)
Behaviour Policy	
Accepting sanctions	
Attendance	
Recognition of positive behaviour	
Seating and support in lessons	
Behaviour Report	

* key action areas should be added/modified as appropriate

Student's Name

Year Group:

Signed _____ **(Assistant Head Teacher)**

Signed _____ **(Parent / Carer)**

Signed _____ **(Student)**

Date

*Appendix F: Protected characteristics

Protected Characteristics
It is against the law to discriminate against someone because of:
- age
- disability
- gender reassignment

- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation
  These are called protected characteristics under the Equality Act 2010.