



Behaviour Policy

Date reviewed	September 2020
Next review date	September 2021
Reviewed by	Health & Safety, Premises and Safeguarding Committee

Signed:.....

Dated: 24/09/2020

Chair of Governors

Signed: .....

Dated: 24/09/2020

Principal

Rationale

At Goldington Academy, all stakeholders are responsible for creating an environment which promotes positive attitudes towards tolerance, respect and learning at all times. Every member of the community has the right to feel safe and respected; we all share a collective responsibility in ensuring that the rights of no one member of our community are abused at any time.

We recognise the individual needs of our students and endeavour to employ a wide range of strategies to enable our students to behave in a way that allows them to foster positive relationships with each other and to learn as effectively as possible.

In the classroom, it is evident that the behaviour of students clearly impacts on their academic progress and attainment. At Goldington Academy we encourage good behaviour through high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils. When poor behaviour is identified, sanctions should be implemented consistently and fairly in line with this behaviour policy. We believe that our students should always be given the opportunity to correct their behaviour and seek to achieve this through our red and yellow card system; however we also recognise that the behaviour of a minority of students should not impact negatively on the impact of others.

Rewards celebrate the success of individuals and groups of students and promote a positive atmosphere in school. We seek to reward those students who consistently uphold the expectations of the school and demonstrate high expectations of themselves. Our rewards system is a mixture of formal and informal rewards to suit different contexts.

Legal Frameworks and guidance:

- The Education and Inspections Act 2006
- Keeping Children Safe in Education 2020 – update Jan 2021
- Mental Health and Behaviour in Schools 2018
- School Information (England) Regulations 2008
- Education (England) Regulations 2010
- Education (England) Regulations 2010 as amended by the Education (England) (Amendment) Regulations 2012
- Race Relations Amendment Act 2000
- DFE Behaviour and Discipline in schools 2016 DFE-00023-2014
- DFE Pupil behaviour in schools in England June 2012 DFE-RR218.
- Below the radar: low-level disruption in the country's classrooms September 2014; No. 140157

Policy aims:

1. To ensure that students, staff and other stakeholders recognise that promoting positive behaviour in school is a shared collective responsibility.
2. To promote a fair and consistent approach to behaviour management across the Academy.
3. To ensure that Middle and Senior Leaders identify and challenge inconsistencies in staff practice when dealing with a range of behaviours.
4. To identify the Academy's responsibilities in promoting the welfare of its pupils, both inside and outside of school.
5. To actively challenge behaviour which adversely affects members of the school community i.e. low level disruption.
6. To create a clear sanction ladder in which staff should operate when challenging behaviour that is not in line with the expectations of the Academy.
7. To create a clear rewards ladder in which staff should operate to reward positive behaviour.

Defining problematic behaviour

Cameron (1998) reviews classifications of problematic pupil behaviour in schools, and of strategies and techniques employed to address these behaviours. As part of this, he proposes a grouping of disruptive behaviour into five categories:

- 1) aggressive behaviour (e.g. hitting, pulling hair, kicking, pushing, using abusive language);
- 2) physically disruptive behaviour (e.g. smashing, damaging or defacing objects, throwing objects, physically annoying other pupils);
- 3) socially disruptive behaviour (e.g. screaming, running away, exhibiting temper tantrums);
- 4) authority-challenging behaviour (e.g. refusing to carry out requests, exhibiting defiant verbal and non-verbal behaviour, using pejorative language);
- 5) self-disruptive behaviour/low level disruption (e.g. daydreaming, reading under the desk). (Cameron, 1998 p2).

Moreover, ‘frequency, magnitude and multi-category characteristics’ are noted as important dimensions which determine the severity of ‘bad’ behaviour.¹

In addition, Watkins and Wagner (2000) describe **low-level disruption** as one of the most frequently occurring troublesome behaviours, with ‘talking out of turn’ being mentioned by teachers as being particularly difficult to deal with. To support this finding, the ***Below the Radar report 140157*** carried out by Ofsted (Sept 2014) indicates that the frequency of low level disruption in classrooms was a worrying finding *not because pupils’ safety is at risk where low-level disruption is prevalent, but because this type of behaviour has a detrimental impact on the life chances of too many pupils*².

Student expectations

Students are expected to:

- be aware of and uphold the expectations and ethos of the school;
- be punctual for school and for lessons;
- complete all work and homework to the best of their ability and by the deadline set;
- be prepared for lessons by bringing the necessary books, pens, equipment, kit;
- ensure they are wearing the correct uniform at all times, unless otherwise agreed by a member of staff;
- follow the instruction of all members of staff at all times
- refrain from eating, chewing or drinking in the classrooms or corridors;
- walk quietly and calmly down the corridors;
- be courteous and respectful to all members of the school community at all times;

Class Teachers and Subject Teachers responsibilities

- Use deviant insulative behaviour management strategies (Jordan 1974) to promote excellent pupil/teacher relationships and maintain excellent standards of behaviour in the classroom.
- Create and sustain a positive atmosphere in the classroom by establishing clear and consistent class routines e.g. lining up before entering a room, standing behind chairs in silence before dismissal etc.
- Plan and prepare engaging lessons that are appropriate to and accessible to the range of individuals within the class.
- Be fair and consistent with the issue of rewards and sanctions.
- Work within the level ladders for behaviour.
- Use a range of strategies to challenge poor behaviour i.e. a change of seat.

¹ DFE Pupil behaviour in schools in England June 2012 DFE-RR218

² Below the radar, low level disruption in the country’s classrooms, sept 2014, *140157*.

- Challenge behaviour that is below expectation around the site, including during lesson changeover time.
- Engage positively with Restorative Practice procedures to repair relationships between peers and staff and pupils that have broken down.

Middle and Senior Leader responsibilities

- Middle and Senior Leaders will use SIMS behaviour module to track and analyse the behaviour of students in the school and specifically the cohort for which they are responsible.
- Using this data, senior and middle leaders will intervene in areas where pupil behaviour does not meet the expectations of the Academy through the Early Help Offer available through school or through Bedford Borough Early Help Team.
- Middle Leaders are also responsible for implementing, monitoring and reviewing Pastoral Support Plans (PSP) which outline specific intervention to provide support for an individual pupil.
- Heads of Year/Senior Leaders are responsible for identifying students and families who may benefit from an Early Help Assessment to address problems in school or at home.
- Heads of Year, Learning Mentors and SENCO will meet on a Wednesday morning at 8.00am to discuss the needs of individual pupils in each year group, with a specific focus on behaviour, attendance and safeguarding/pastoral concerns. These concerns will be logged on the Pastoral Communication Proforma (See Appendix F) and saved in the Heads of Year folder. Relevant members of staff will then monitor and review any action points on a weekly basis and update the proforma as necessary.
- Middle and Senior Leaders will periodically carry out behaviour walks in which they target areas where behaviour is below expectations.
- Middle and Senior Leaders are responsible for supporting teaching staff in challenging the behaviour of students where this is deemed to be below expectation.
- Middle and Senior Leaders are responsible for challenging inconsistencies in the application of the behaviour policy by staff.
- Middle and Senior Leaders have a responsibility to support and guide other staff in managing the behaviour of groups and individuals effectively.
- Middle and Senior Leaders should be visible at key times of the day, e.g. beginning and end of the day, lesson changeover times etc.

The red and yellow card system

Staff should use the red and yellow card system in line with the sanction ladders in this policy.

Staff should:

- Use a range of behaviour management strategies before issuing a red/yellow card.
- In the majority of cases staff should give two clear warnings before issuing a third warning and a yellow card.
- Only issue straight red or yellow cards without warnings in extreme cases and before other strategies have been tried.
- When issuing a yellow card, instruct the student to stand outside the room for 2/3 minutes. After giving the student time to reflect on their behaviour, teachers should go outside to explain to the student why they have received the yellow card and how their behaviour is expected to improve upon re-entering the classroom.
- After receiving a yellow card, if a child continues to behave in a way that is detrimental to the learning of others and two more clear warnings have been given, then a red card should be issued and the child will be sent to the Student Support Hub (escorted by an LSA or sensible pupil). The child will not return to that lesson.
- Following a red card, the student will be asked to write their version of events on a Pupil Incident Form (See Appendix H).
- Log the details of the incident (Red or Yellow card) on SIMS that same day and send a notification to the HOY and Form Tutor using SIMS messenger.
- The member of staff who issued the red or yellow card will phone home the same day to make parents aware of the details as to why the card was issued, this conversation will be logged on the student's SIMS communication log and saved for future reference.
- The HOY will carry out a detention the next break time and may also request a restorative justice meeting with the pupil and member of staff.
- A Yellow card detention will last for half an hour during a lunch time. A red card detention will last for the whole of morning break and lunch time. Students may be asked to carry out community service during this time. Pupils may also be requested to attend detentions after school by members of staff if it is judged that this would be the most appropriate time for the detention to take place.

Mobile Phone Procedure

Mobile phones are not permitted in lessons or on educational visits (unless otherwise agreed by the trip leader), however mobile phones can be brought to school but must be labelled and handed in at the small hall **before** the start of the school day. Phones will then be handed out at the end of the day in the Arts Centre. If a student fails to hand in a phone and it is found on their person during the school day then it will be confiscated and handed into the office. The student's parents will then be contacted and asked to collect the phone at their earliest convenience. Exceptions are made when the office is unable to make direct contact with parents.

Action in respect of unfounded or malicious allegations against staff

If an allegation is determined to be unfounded or malicious, the LADO should refer the matter to the children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else. If an allegation is shown to be deliberately invented or malicious, the Head Teacher, principal or proprietor should consider whether any disciplinary action is appropriate against the pupil who made it; or whether the police should be asked to consider if action might be appropriate against the person responsible, even if he or she was not a pupil. In September 2010 the Crown Prosecution Service published guidance for the police on harassment under the Protection from Harassment Act 1997.

Exclusions

In rare and extreme cases the school reserves the right to exclude pupils from attendance either for a fixed period or on a permanent basis.

Policy outline for Goldington Academy

1. The Head Teacher is empowered to exclude a pupil where he feels the circumstances warrant such action. The Chairperson of the Governing Body will be informed of the Head Teacher's decision and have the entitlement to lend support to the decision.
2. The Governing Body have an exclusions appeals committee who respond to any formal objections from interested parties and the procedures as the process moves forward.
3. A decision to exclude a child should be taken only:
 - in response to serious breaches of a school's discipline policy; and/or
 - if allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school.

Before a child is excluded, **in most cases** a range of alternative strategies such as those in the sanctions ladder should be tried. This is not meant to prevent immediate action to protect pupils and staff, including fixed period exclusion. In very rare circumstances a permanent exclusion can be given for a first offence, for example involving violence or bringing an offensive weapon into school.

4. Exclusion will generally be the end of a disciplinary process, preceded by other sanctions and efforts to modify behaviour. Occasionally the behaviour of a pupil will be such that exclusion will be an immediate response. Such action will be exceptional and generally relate to extreme behaviour, constituting a serious breach of school rules. However, the Head Teacher must also reserve the right to exclude where the health, safety, welfare or education of others is threatened.

When exclusion occurs the following procedures should, whenever possible, be implemented:

- clear identification with the pupil of the offending behaviour;
- establishing appropriate sanctions short of exclusion in an effort to discourage re-occurrence of such behaviour;
- pastoral support including Early Help Assessment where appropriate.
- notification to parents of concerns and sanctions taken;

- upon re-offence, discussion with the pupil regarding possible ultimate sanctions if behaviour does not improve;
- further notification to parents and parental interview;
- upon further re-offence, implementation of the exclusion process.

It will be for the Head Teacher to decide exactly how to pursue these issues bearing in mind there is a duty to ensure the good order and discipline among pupils and to safeguard their health, safety and welfare when they are authorised to be on the school premises and when they are engaged in authorised activities elsewhere. There are also occasions when the school can take action for incidents which have happened off sight e.g. cyber bullying.

5. Section 64 of the School Standards and Framework Act lays down the following requirements for the proper exclusion of pupils:
 - In maintained schools, only the Head Teacher may exclude for a fixed period or on a permanent basis. This responsibility would fall to the teacher nominated by the Head Teacher to act during the Head Teacher's absence from the school. This would normally be the Assistant Head Teacher (Pastoral).
 - The total number of fixed-period exclusions (covering one or more fixed periods of time) given in any one school year must not exceed 45 school days.
 - The parent/guardian of the pupil must be informed immediately exclusion, either fixed term or permanent, occurs.
 - The following information must be conveyed to the relevant person:
 - the period of exclusion
 - the reason for exclusion
 - that representation can be made to the governing body about the exclusion
 - the way in which that representation can be made
6. Debarment is an appropriate disciplinary sanction which the Head Teacher can use to maintain good order and discipline throughout the lunch break without the need to disrupt the pupil's formal education.
7. When the exclusion is for more than five school days in any one term, or where the pupil involved would lose the opportunity to sit a public examination, or where the exclusion is permanent or where the Head Teacher decides to change a fixed-term exclusion to permanent, the LA and the governing body must be informed of the exclusion and the reasons for the exclusion. Similarly, where the decision is made to change the exclusion from fixed to permanent, the LA and governing body must be informed as soon as possible.

8. The governing body is required to establish a Discipline Committee.

The Discipline committee should consist of three or five governors (not including the Head Teacher). The role of the Committee is to:

- review the use of exclusion within the school
- consider the views of the relevant person
- confirm exclusions of more than 15 days
- decide whether to confirm permanent exclusions
- confirm exclusion where the pupil will miss public examinations
- The Committee must be informed of:
 - all permanent exclusions
 - exclusions over more than five school days in any one term (separately or in total)
 - an exclusion that results in a pupil missing a public examination

Where the exclusion is for five school days or less the Discipline Committee must consider any representations from the relevant person. Where the pupil loses the opportunity to take a public examination, the Discipline Committee should consider the exclusion and decide whether to reinstate the pupil.

Goldington Academy – rewards and sanctions ladder

Level 1	Subject Tutor
Level 2	Form Tutor
Level 3	Head of Year
Level 4	SLT
Level 5	Academy Principal

Please also see the uniform and equipment policy for information and procedures relating to our expectations with uniform and equipment.

The thresholds for rewards may change before this policy is next reviewed by the Governing Body.

Goldington Academy sanctions ladder

Level 1 behaviour – Subject Tutor	
Level 1 behaviours	Level 1 strategies
<ul style="list-style-type: none"> • Disruptive or defiant behaviour/refusal to co-operate in lessons. • Lack of equipment (see uniform and equipment policy). • Incorrect uniform (see uniform and equipment policy). • No homework. • Late to lessons. 	<ul style="list-style-type: none"> • Warnings given – yellow or red card (move to level three). • Pupil moved seat. • Cool down period outside of classroom. • Detention from Subject Tutor. • Note in planner. • Phone call home to parent/guardian. • Referral to Form Tutor.

Level 2 behaviour – Form Tutor	
Level 2 behaviours	Level 2 strategies
<ul style="list-style-type: none"> • Persistent disruptive or defiant behaviour/refusal to co-operate in lessons. • Lack of equipment (see uniform and equipment policy). • Incorrect uniform (see uniform and equipment policy). • Persistently late to lessons. • Persistent lack of homework. • Late to school. • General poor behaviour across the school. 	<ul style="list-style-type: none"> • Form tutor report card/target book to be monitored at the end of each day (inform parents). • Note in planner. • Phone call home to parent/guardian. • Meeting with parent. • Form Tutor detention. • Referral to Pastoral support team – HOY informed. • Referral to HOY i.e. if students are still late for lessons despite Form Tutor intervention.

Level 3 behaviour – Head of Year	
Level 3 behaviours	Level 3 strategies
<ul style="list-style-type: none"> • Persistent disruptive or defiant behaviour/refusal to co-operate in lessons resulting in yellow/red card. • Violent/aggressive conduct (in lessons or on playground). • Vandalism/destruction of property. • Swearing. • Racist behaviour. • Bullying on or off site e.g. through the use of social media. • Truancy/leaving class without permission. • Theft. • Behaviour before/after school which could bring the name of the academy into disrepute. 	<ul style="list-style-type: none"> • HOY detention. • HOY report card/target book to be monitored at break, lunch and end of the day (inform parents). • Restorative justice between victim and perpetrator. • Period of internal isolation in LIC. • Pastoral Support Plan. • Change of tutor group. • Loss of privileges i.e. extra-curricular sport, attendance on a school trip. • After school detention – agreed with parents prior to the detention. • Community service i.e. litter picking at break/lunch time. • Phone call home to parent/guardian. • Meeting with parent. • Referral to Pastoral support team. • Liaise with external agencies. • Restitution, eg. payment for damage, replacement • Referral to SLT.
	<ul style="list-style-type: none"> • Any racist incidents are to be recorded on racist incident form and filed – both sets of parents to be informed. • Any instances of bullying are to be recorded on bullying incidents form and filed – both sets of parents to be informed. • Parents to be informed via phone call for the majority of level three behaviours.

Level 4 behaviour – Senior Leadership Team	
Level 4 behaviours	Level 4 strategies
<ul style="list-style-type: none"> • Persistent disruptive or defiant behaviour/refusal to co-operate in lessons resulting in multiple yellow/red cards. • Violent behaviour/assault of other stakeholders (in lessons or on playground). • Illegal activities (carrying of weapons, dangerous goods etc). • Possession of illegal substances (including alcohol and cigarettes). • Racist behaviour (repeated) • Bullying on or off site e.g. through the use of social media (repeated). • Truancy/leaving premises without permission. • Major vandalism/destruction of property. • Major theft. • Abusive or sexual gestures/contact. • Refusal to accept the authority of the Head of Year. • Refusal to accept the authority of the Senior Leadership Team. • Behaviour before/after school which could bring the name of the academy into disrepute. 	<ul style="list-style-type: none"> • SLT detention. • SLY report card/target book to be monitored at break, lunch and end of the day (inform parents). • Restorative justice between victim and perpetrator. • Period of internal isolation in LIC. • Referred to Academy Principal for external exclusion. • After school detention – agreed with parents prior to the detention. • Community service i.e. litter picking at break/lunch time. • Meeting with parents + external agencies. • Restitution, eg. payment for damage, replacement. • Referral to external agencies as appropriate. • Referral to Academy Principal. • Involve Police as necessary. • Any racist incidents are to be recorded on racist incident form and filed with School Business Manager and returned to Bedford Borough Council – both sets of parents to be informed. • Any instances of bullying are to be recorded on bullying incidents form and filed with school business manager and returned to Bedford Borough Council – both sets of parents to be informed.

Level 5 behaviour – Academy Principal	
Level 5 behaviours	Level 5 strategies
<ul style="list-style-type: none"> • Refusal to accept the authority of the Senior Leadership Team. • Persistent refusal to engage with strategies already in place. 	<ul style="list-style-type: none"> • Pastoral support plan. • SLT report card. • Meeting with parents/external agencies. • External/permanent exclusion. • Any racist incidents are to be recorded on racist incident form and filed – both sets of parents to be informed. • Any instances of bullying are to be recorded on bullying incidents form and filed – both sets of parents to be informed.

NB – A child is not to be kept for more than ten minutes at the end of the school day without the prior consent of a parent.

Student Support Hub

The school has a Student Support Hub (SSH) which provides flexible provision for children on a variety of levels. The centre helps to support children with behaviour difficulties, as well as helping to re-integrate children returning from long term absence or with attendance problems. The centre also provides extra support for children with learning difficulties as well as focussing on social and emotional issues.

Red cards and referral to SSH – half termly	
2 red cards	1 day in isolation in SSH + parent meeting (PSP put in place)
3 red cards	2 days in isolation in SSH + referral to external agencies e.g. inclusion support.
4 + red cards	3 days in isolation + possible fixed term exclusion or referral to FAP panel.

Goldington Academy rewards ladder

Level 1 rewards – Subject Tutor	
Level 1 behaviour	Level 1 rewards
<ul style="list-style-type: none"> • Consistently meeting classroom expectations. • Consistent effort with classwork/homework • Excellent manners displayed • Excellence in a particular piece of work 	<ul style="list-style-type: none"> • Positive verbal praise • Achievement point given • Positive phone call home • Praise postcard • Referred to HOY for ‘shout out’ in assembly • Referred to Academy Principal for Principal’s award

Level 2 rewards – Form Tutor	
Level 2 behaviour	Level 2 rewards
<ul style="list-style-type: none"> • Consistently meeting classroom expectations. • Consistent effort with classwork/homework • Excellent manners displayed • 20 achievement points. 	<ul style="list-style-type: none"> • Positive verbal praise • General positive phone call home • Referred to HOY for ‘shout out’ in assembly

Level 3 rewards – Head of Year	
Level 3 behaviour	Level 3 rewards
<ul style="list-style-type: none"> • 60 achievement points • 100 achievement points • Low number of behaviour and effort points per reporting cycle. 	<ul style="list-style-type: none"> • General positive phone call home. • Shout out in assembly. • Privilege given under special circumstances. • Head of year letter to be sent home at 60 achievement points. • Early lunch pass for pupil and 1 friend for a week for 100 achievement points.

Level 4 rewards – SLT	
Level 4 behaviour	Level 4 rewards
<ul style="list-style-type: none"> • 150 achievement points 	<ul style="list-style-type: none"> • Phone call home from SLT. • Recognition in newsletter. • SLT letter home.

Level 5 rewards – Academy Principal	
Level 5 behaviour	Level 5 rewards
<ul style="list-style-type: none"> • 200 + achievement points 	<ul style="list-style-type: none"> • Principal’s award given in planner. • Award presented in whole school assembly. • Letter from Academy Principal.

Attendance rewards	
100% attendance in 1 st term	Certificate in HOY assembly
100% attendance in 1 st and 2 nd term	Letter home from HOY
100% attendance all year	Invitation to pizza party during 3 rd term.

Links to other policies

- Child Protection and Safeguarding policy
- Attendance policy
- Pastoral care, guidance and support policy
- Uniform and Equipment policy
- Dealing With Allegations of Abuse Against Teachers, Other Staff And Volunteers

PASTORAL COMMUNICATION MEETING

Date: _____

Name of Pupil	Area of concern	Strategies	Impact	Monitored by

