Behaviour Policy

September 2020

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Associated documents:
Uniform Code Mobile Phone Procedure The 'Sutton Way' Sutton Behaviour and Pastoral Procedures
Links to:
• Safeguarding Policy • E-Safety Policy • Anti-Bullying Policy • Social Media Policy • Curriculum Policy • Reasonable Force Policy • Code of Conduct • Home-Academy Agreement • Data Protection Policy

Approved by the Standards and Outcomes Committee of the Trust Board, 3 June 2020

Our Vision

We have one core purpose:
To have the biggest positive impact in the varied communities we serve through ensuring top drawer education for our learners. #TransformingLives

How do we ensure this across our trust?
In all we do we are:

1. Ethical to the core, ensuring that education is always front and centre
2. Futures focused system leaders – never simply followers
3. Collaborative in every endeavour
4. Resolutely learner centred.

What does this look like across our trust?
Education
We are:

1. Ruthlessly ambitious for all who learn and work with us
2. Unwaveringly inclusive – determined on eradicating barriers to educational success
3. Committed to excellent teaching
4. Determined upon academic excellence for all in our communities
5. Compassionate, ethical and caring advocates for all in our communities
6. Outwardly facing and globally conscious

Operations
We are:

1. Committed to the very best people development and empowerment
2. Determined to shout loudly and share proudly our successes
3. The best professional and technical experts (supporting education) in the sector
4. Committed to the very best understanding and management of risk

Financial
We are:

1. Providing the best possible public service for the best possible value
2. Determined to supplement our public income with shrewd income generation
3. Building financially sustainable models of educational improvement in our communities
4. Demonstrably efficient in all we do

Our values

- We will work inclusively within our communities, embracing the varied localities we serve while sharing our common vision and values.
- We will develop the very best leaders of the future, working to improve education and transform lives.
- We will adhere unwaveringly to the 'Nolan Principles' of Public Service, which is made clear in our commitment to Ethical Leadership.

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Statement of Intent

We believe that in order for our pupils/learners to achieve their maximum potential, and to enable effective teaching and learning to take place, the highest standard of behaviour in all aspects of academy life is essential. Each member of staff has responsibility for upholding standards of behaviour in our academies, both within their classroom, around our academy sites and whilst supervising pupils outside of our academies, as well as implementing this policy both fairly and consistently

We believe that children and young people's behaviour and attitudes is intrinsically linked to their success in learning. We focus on developing and promoting positive attitudes and behaviours through high quality teaching, a stimulating learning environment and a culture of praise, recognition and self-discipline. All combine to lead to a rich climate for learning.

We believe that teachers manage pupil behaviour most effectively when they are **warm but strict.** They encourage pupils to be independent while maintaining limits and controls on their actions. Authoritative teachers do not invoke the 'because I said' rule; instead they are willing to listen to and take into account the pupil's viewpoint. Authoritative teachers engage in discussions and debates with the pupil although ultimate responsibility lies with the teacher. In this way, pupils learn how to negotiate and engage in discussion. They understand that their opinions are valued. It is through consistently applying a warm/strict philosophy to behaviour management that pupils are more likely to become socially competent, responsible and autonomous.

Our expected standards of behaviour are clearly communicated to pupils, staff and parents in the relevant sections of the 'Sutton Way'.

1 Legal framework and definitions

1.1 This policy has due regard to statutory legislation, including, but not limited to

- the Education and Inspections Act 2006
- the Health Act 2006
- the Equality Act 2010
- the Education Act 2011
- the Education (Independent School Standards) Regulations 2014
- the Schools Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012
- the Immigration Act 2016
- the General Data Protection Regulation (GDPR)
- the Data Protection Act 2018
- School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012

This policy also has due regard to DfE guidance, including, but not limited to

- *Behaviour and discipline in schools 2016*
- *Exclusion from maintained schools, academies and pupil referral units (PRUs) in England 2017*

2 Scope of this policy

2.1 This policy applies to all academy leaders, academy staff (see 2.2 and 2.3) and academy pupils.

2.2 Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the academy rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006). The power also applies to all paid staff with responsibility for pupils, such as teaching assistants.

2.3 For the purpose of this policy the reference to 'Teacher' includes all paid staff responsible for the supervision of pupils. The Principal can limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on an academy trip.

2.4 For the purpose of this policy the reference to 'pupils' includes all learners in our academies.

3 Academy curriculum

3.1 The curriculum has a vital role to play in developing pupils' positive behaviour and attitudes to learning. This includes teaching about mutual respect for all and an understanding of the importance of democracy; the rule of law; individual liberty and tolerance for those with different faiths and beliefs and for those without faith.

3.2 Pupils are taught what constitutes good behaviour and what the benefits of good behaviour are.

3.3 Social, emotional and behaviour skills are taught within the curriculum so that this together with our effective wider work supports pupils to be confident, resilient and independent, and to develop strength of character.

3.4 Teaching styles and approaches to managing behaviour reflect our commitment to the warm-strict philosophy. Pupils respond better to praise and encouragement than punishment.

4 Roles and responsibilities

4.1 Staff members will

- follow this behaviour policy at all times both inside and outside of the classroom
- maintain a positive and well-managed learning environment
- be positive ambassadors of our academies at all times, consistently role modelling high expectations through their professional behaviour and conduct
- use our reward system and hierarchy of sanctions to promote good behaviour
- use the rules and consequences outlined in this policy clearly and consistently
- develop a pupil's individual potential both inside and outside the classroom recognising and celebrating personal milestones
- treat all pupils fairly and equally, seeking to raise their self-esteem and develop to their full potential
- undertake comprehensive planning to provide challenging, interesting and relevant lessons, which are appropriate to the age, ability and individual needs of pupils
- intervene promptly when they encounter poor behaviour or unexplained absence
- record all behavioural events, both positive and negative, on our management information system, by following the correct reporting procedure and ensure that all records are kept up to date
- raise any concerns regarding pupils' behaviour with the relevant senior members of staff and liaise with them in order to implement effective behaviour management
- support other members of staff with behavioural issues involving individual pupils or groups of pupils
- contact parents/carers regarding their child's behaviour where necessary
- monitor the attitude, effort and quality of pupils' work
- provide specific support for SEN/disabled pupils and vulnerable pupils. Take language and cultural barriers into consideration where pupils have English as an additional language
- make referrals to external agencies where deemed appropriate/advised by other agencies
- consistently develop their understanding of behaviour for learning and relevant techniques as part of their CPD.

4.2 Pupils will

- abide by the Home-Academy Agreement and the Behaviour policy at all times
- act as positive ambassadors and representatives of our academies through their exemplary behaviour
- be polite and respectful of others in the surrounding community
- work to the best of their ability and effort at all times, completing all the work assigned to them
- cooperate with other pupils and members of staff in order to create a positive learning environment
- be ready to learn by ensuring regular attendance to all lessons and arriving with the correct equipment
- correctly present themselves in academy uniform
- respect and value the environment and their surroundings, as well as each other
- not act in a manner which is disruptive to the learning of others
- under no circumstances put the health and safety of others at risk.

4.3 Parents/carers will

- abide by the Home-Academy Agreement, ensuring the attendance and punctuality of their children, as well as reporting any absences
- encourage good behaviour and ensure that their children are ambassadors of our academies at all times by reinforcing our rules
- share any concerns they have regarding their children's education, welfare, behaviour and life with staff at our academies
- support their children's independent learning
- support our decisions in relation to behavioural issues, whilst having the right to scrutinise our decisions regarding their children's behaviour
- ensure that their children correctly present themselves as pupils of our academies, in accordance with the uniform code.

5 Classroom behaviour

5.1 Expectations and standards for behaviour are clearly displayed in all classrooms.

5.2 Teaching staff use seating plans and a range of de-escalation techniques to encourage good behaviour and create an effective learning environment.

5.3 Staff use a range of rewards to reinforce and praise good behaviour as set out in Appendix A - Procedure for Rewards.

5.4 When a pupil acts in a disruptive manner or ignores instructions given by a staff member, staff follow our procedures for administering sanctions as set out in Appendix B – Procedure for Sanctions.

6 Pupils' conduct outside of the classroom

6.1 Whilst using the corridors and surrounding area of our academy buildings, pupils must act in a responsible and respectful manner, as would be expected in a classroom.

6.2 We expect our pupils to show respect for their academy and for their community outside of the academy. Anti-social behaviour within the community is not tolerated and this behaviour policy will be followed when

- pupils are taking part in any academy- organised or academy related activity
- pupils are travelling to or from our academies
- pupils are wearing academy uniform
- pupils are in some way identifiable as a pupil at one of our academies
- pupils' behaviour could have repercussions on the orderly running of our academies
- pupils' behaviour poses a threat to another pupil or member of the public
- pupils' behaviour could adversely affect the reputation of our academies.

7 Sanctions for poor behaviour

7.1 Sanctions are given when a pupil's behaviour is unacceptable/inappropriate, in order to help them to develop a sense of right and wrong.

7.2 Punishments are issued sparingly and only where appropriate; however, if a pupil fails to follow instructions or their behaviour falls below the expected standard, staff members will sanction the pupils in question.

7.3 In order for a punishment to be lawful, we ensure that the decision to issue a sanction to a pupil is

- made by a paid member of staff, or a member of staff authorised to do so by the Principal
- made on the academy premises or whilst the pupil is under the charge of a member of staff
- reasonable, will not breach any other legislation, and will not discriminate on any grounds, such as disability, race, special educational needs and disabilities – as per the Equality Act 2010, in respect to safeguarding pupils with special educational needs and disabilities, and any other equality rights.

7.4 The issuing of sanctions is recorded, and the consistent use of sanctions is monitored by senior staff.

7.5 Sanctions

- relate to a specific task or action and will be applied clearly
- are issued consistently and fairly, ensuring that the recipient is clear about what they are being reprimanded for
- reinforce **our** core values and ethos
- do not focus repeatedly on the same issue without progress
- do not have a negative effect upon others.

7.6 The aim of issuing sanctions is to correct the behaviour. Work follows to enhance progress, prevent recurring issues and ensure pupils understand what behaviour was poor and why and what good behaviour looks like in that scenario and why.

7.7 We always consider whether the behaviour under review gives cause to suspect that a pupil is suffering from, or is likely to suffer, significant harm. Where this may be the case, staff follow our safeguarding policy.

7.8 We take a graduated response to pupils whose behaviour may be the result of educational, mental health or other needs or vulnerabilities. This response is individualised to meet the needs of the pupil and includes:

a) an assessment to establish a clear analysis of the pupil's needs

b) a plan setting out how the pupil will be supported

c) the required action to provide the support

d) regular reviews to assess the effectiveness of the provision and identify any necessary changes.

7.9 We consider a pupil's special educational needs when dealing with their behaviours.

7.10 Where points 7.7, 7.8 or 7.9 apply the need for multi-agency assessments will be considered where necessary.

7.11 There is an expectation that, following an incident which requires a pupil to be disciplined by a member of staff, a brief restorative justice meeting between all parties involved will be completed. This improves the relationship between the pupil and member of staff, encouraging tolerance, democracy and mutual respect. Training for this must be provided to ensure the needs of the pupils are met and de-escalation strategies are used appropriately.

7.12 The full set of sanctions that we use are set out in Appendix B – Procedure for Sanctions.

8 Use of suspensions (fixed period exclusion) and permanent exclusions.

8.1 Only the Principal or, in the absence of the Principal, the member of the Senior Leadership Team (SLT) who is acting in that role can exclude a pupil from our academy.

8.2 The Principal is able to rescind an exclusion up to the time it is put before the relevant committee. An example of where this would be appropriate is where a managed move is brokered after a permanent exclusion has been given.

8.3 We are aware that off-rolling is unlawful. Ofsted defines off-rolling as

"the practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil."

8.4 We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment.

8.4 The decision to exclude a pupil is a serious one and will only be taken

- in response to serious or persistent breaches of this policy, **and**
- if allowing the pupil to remain in the academy would seriously harm the education or welfare of the pupil or others in the academy.

8.5 Where a pupil breaches this policy, the Principal may decide that it is appropriate to exclude them for a fixed period of time. This is known as a 'fixed-term' exclusion. A fixed-term exclusion is a serious sanction.

8.6 With regards to persistent breaches of this policy, any decision to exclude permanently will be the final step in a process where a wide range of other strategies have been tried, without

success. It is an acknowledgement that we have exhausted all available strategies for dealing with the pupil and will only be used as a last resort.

8.7 A pupil may be permanently excluded for committing a single serious breach of this policy, even if they have never been in trouble before. Examples of behaviour that constitutes a single serious breach includes, but is not restricted to, assault on another pupil or a member of staff, threat of violence against a member of staff, bringing a knife or other weapon onto academy premises, bringing an illegal substance onto academy premises, whether for personal use or intended for distribution and being found in possession of "prohibited items" listed in 9.2 or banned items. Where a pupil is involved in breaking the law the Police will be informed.

8.8 Pupils can be excluded for a fixed period or permanently, for behaviour outside of the academy, where their behaviour brings our academy into disrepute or when there is a serious chance the incident may affect academy order and discipline.

8.9 Before deciding whether to exclude a pupil, either permanently or for a fixed period, the Principal will

- consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked
- allow the pupil to give their version of events
- consider if the pupil has special educational needs (SEN).

8.10 All suspensions (fixed period exclusions and permanent exclusions are managed in line with the Department for Education's latest statutory guidance to the legislation that governs the exclusion of pupils from maintained schools, pupil referral units (PRUs), academy schools (including free schools, studio schools and university technology colleges) and alternative provision academies (including alternative provision free schools) in England.

9 Use of detention

9.1 Detention (including detention outside of academy hours) is used as a sanction in our academies.

9.2 In setting a detention outside normal academy hours we adhere to the following statutory legislation. A detention can be given on a) any academy day where the pupil does not have permission to be absent; b) weekends - except the weekend preceding or following the half term break; and c) non-teaching days – usually referred to as 'training days', 'INSET days' or 'noncontact days'.

9.3 Whilst parental consent is not required for detentions we do endeavour to be reasonable and take in to account the need to allow for any family commitments which would be considered essential. We therefore aim to notify parents by text or through the Class Charts app. Staff will not issue a detention outside of academy hours where they know that doing so would compromise a pupil's safety. When ensuring that a detention outside academy hours is reasonable, staff issuing the detention consider the following points:

- Whether the detention is likely to put the pupil at risk.
- Whether the pupil has known caring responsibilities which mean that the detention is unreasonable.
- Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after academy detention where the pupil can get home safely.

- Whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

9.4 With lunchtime detentions, staff allow twenty minutes for the pupil to eat, drink and use the toilet.

10 Confiscation of Inappropriate Items

10.1 Members of staff are able to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. In our academies any items which are confiscated will be held securely at reception and details are kept and logged.

10.2 Members of staff can exercise their power to search **without consent** for "prohibited items" including

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

10.3 Weapons and knives and child pornography are given to the police as soon as reasonably practical.

10.4 Other items which are confiscated are returned to the student or the parent depending on the item and the reason for confiscation.

10.5 A log is kept to record all confiscated items (see Appendix C).

11 Power to use reasonable force and right to search pupils

11.1 Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

11.2 Members of staff can seek pupil consent to search for banned items. Force cannot be used to search for these items - a separate procedure is in place for the designated items in 11.3.

11.3 The Principal and authorised academy staff may use such force as is reasonable given the circumstances when conducting a search **without consent** for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Please refer to our Use of Reasonable Force Policy for further details.

11.4 Should a pupil refuse to be searched academy staff should first contact the pupil's parents to request their assistance and if that is not appropriate under the circumstances or the parent is unable to assist, they should call the police and isolate the pupil until such time that the police can carry out the search.

11.5 There must always be two members of staff present when a pupil is searched and we aim to ensure that at least one of these members of staff is the same gender as the pupil.

11.6 Staff are permitted to search electronic devices prohibited by academy rules or that they reasonably suspect have been, or are likely to be, used to commit an offence or cause personal injury or damage to property. They may also delete data files if there is a good reason to do so. This includes if they suspect that the data has been, or could be, used to cause harm, disrupt teaching or break academy rules.

11.7 Staff must give confiscated devices to the police as soon as reasonably practicable where they have reasonable grounds to suspect that they contain evidence related to an offence.

11.8 Staff are aware that behaviours linked to 'sexting' place a pupil in danger and must report any such suspicion immediately in line with our safeguarding policy.

11.9 We keep a log of any searches that take place, detailing the name of the pupil, the reason, what was or was not found, confirmation that parents have been contacted and that two members of staff were present during the search (See Appendix C).

12 Seclusion and isolation rooms

12.1 Disruptive pupils can be placed in an area away from other pupils for a limited period, in our isolation room. We will only ever use isolation that prevents a pupil from leaving a room of their own free will in exceptional circumstances and where the pupil's safety is at risk by leaving the room.

12.2 We consider pupil wellbeing before placing a pupil in isolation and have due regard for any safeguarding, pupil welfare and health and safety consideration for each individual.

12.3 Appendix B – Procedures for Sanctions specifies how long a pupil may be kept in seclusion or isolation following an **internal exclusion.** Pupils are not kept in isolation for more time than is necessary.

12.4 It is very important that pupils are given suitable academic work to undertake whilst spending time away from their peers but this time may also afford an opportunity for the pupil to receive counselling and guidance aimed at addressing the issues or changing the behaviours that have led to the seclusion. Pupils in isolation are given time to eat or use the toilet.

13 Bullying

13.1 We take bullying very seriously. Bullying involves the persistent physical or verbal abuse of another pupil or pupils including online and mobile devices. It is characterised by an intent to hurt emotionally and/or physically.

13.2 We expect our pupils to be involved in developing our anti-bullying policy. Pupils identified as having SEND and mental ill health must be given additional support should they be involved in a bullying situation.

13.3 Please refer to our Anti-Bullying Policy for further detail about how we endeavour to prevent and deal with bullying.

14 Drugs, tobacco, alcohol and illegal substances

14.1 Pupils are not allowed to bring tobacco, drugs, alcohol, illegal or 'legal high' substances (or any paraphernalia associated with or for the use of these) on to our academy sites.

14.2 Suspected or actual use of drugs, tobacco, alcohol, illegal or 'legal high' substances on the way to and/or from or whilst on our academy sites will result in a serious sanction and could lead to permanent exclusion. This also applies to academy trips and journeys.

14.3 Supplying drugs, alcohol or illegal substances is a criminal activity and will be reported to the police. It will incur a serious sanction and will usually lead to permanent exclusion.

14.4 Confiscated drugs and illegal substances are given to the Police as soon as reasonably practicable.

14.5 Parents are informed of their child's involvement in any activity related to smoking, drugs, alcohol, illegal or 'legal high' substances.

15 Weapons

15.1 The law recognises three categories of offensive weapon:

- Those where objects are made for use for causing injury to the person. These items are legally classified as 'offensive weapons per se' and include flick knives, kitchen knives, butterfly knives, pepper sprays, knuckle dusters and nunchucks.
- Those where objects are adapted for such a purpose, i.e. to cause injury to a person. This includes items that would otherwise be incapable of causing injury but have been changed so that they now can, for example a sock containing a snooker ball, a sharpened stick or a sharpened snooker cue, or a water pistol filled with acid.
- Those where objects are not so made or adapted but carried with the intention of causing injury to the person, for example a cup of bleach carried with the intent of throwing it into someone's face to cause injury, sharpened nail scissors or a baseball bat.

15.2 We class weapons as anything that has been designed or adapted to inflict harm upon others.

15.3 Pupils are not allowed to bring weapons or anything that can be used as a weapon on to our academy sites.

15.4 Suspected or actual use of weapons or anything that can be used as a weapon on the way to and/or from or whilst on our academy sites is a criminal activity and will be reported to the police. It will incur a serious sanction and will usually lead to permanent exclusion. This policy applies to academy trips and journeys.

15.5 Providing weapons to others is a criminal activity and must be reported to the police. It will incur a serious sanction and could lead to permanent exclusion.

15.6 Confiscated weapons are given to the police as soon as reasonably practicable.

15.7 Parents are informed of their child's involvement in any activity related to weapons.

16 Mobile phones

16.1 Mobile phones are not allowed to be used by pupils for social activity during the academy day.

16.2 Whilst we accept that pupils may carry a mobile phone on journeys to and from the academy, they are not to be used on our academy sites at any time unless part of an agreed supervised teacher led activity.

17 Child protection and safeguarding

17.1 We take the promotion of children's wellbeing and protection from harm very seriously. Where an allegation is of a safeguarding nature, we have separate procedures in place for managing allegations of abuse against children (see Safeguarding Policy).

18 Outside agencies

18.1 Our academy is part of a wider community of support and we work with many outside agencies to support our pupils and help them to thrive and achieve. This additional support will be discussed with parents/carers as early as possible. All referrals will take into consideration the views of parents and where appropriate pupils.

18.2 The SENCO will act in accordance with the policy for SEND. All support programmes will include personal targets/milestones and will be flexible to meet the changing needs of pupils, particularly when programmes are not deemed to be successful.

19 Staff training and support

19.1 Our commitment to professional development includes helping teachers and other staff to develop and refine their approaches and strategies for managing and improving pupil behaviour and attitudes.

19.2 Staff are trained to know that disruptive or unusual behaviour may have an underlying root cause such as a mental health issue or an undiagnosed or unmet educational need. They know who to refer the pupil to for further support.

19.3 Regular training is provided to newly qualified teachers, support staff and others who have been identified as requiring additional behaviour intervention techniques as part of individual staff development needs.

20 Record keeping and data protection

20.1 We keep a record of incidents of misbehaviour and positive behaviour.

20.2 We keep a record of incidents of rewards and sanctions. We ensure that rewards and sanctions are distributed fairly and analyse this by

- Gender
- Ethnicity
- EAL
- Pupil premium
- SEND
- Disability
- Age
- Religion
- Sexuality
- Children Looked After.

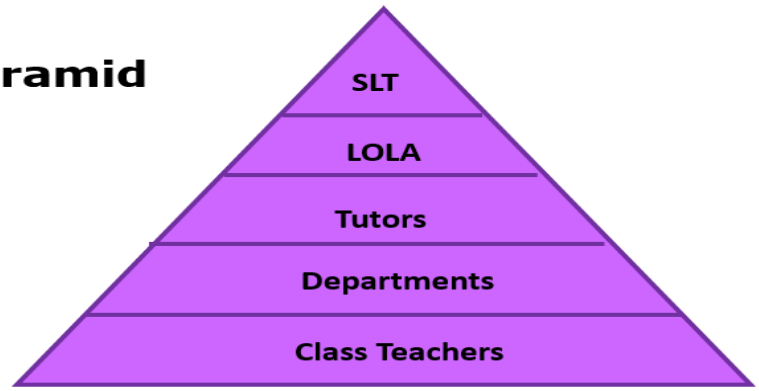
20.3 We monitor 20.1 and 20.2 above to provide regular information on how effectively this behaviour policy is working.

20.4 All records relating to behaviour and discipline are processed and stored in accordance with the requirements of our data protection policy.

Appendix A - Procedure for rewards

Rewards at Sutton Community Academy

Rewards Pyramid



Rewards

1. **Class Teacher:**
- Positive Points on Class Charts (100 points = Bronze, 175 = Silver, 250 = Gold, 500 = Platinum)
- Phone Calls Home (Weekly)
- Postcards Home (Half Termly)

2. **Departments:**
- Students of the month (KS3 and KS4) on display and social media

3. **Tutors:**
- Student of the week – based on attendance, positive points awarded
- Tutor to promote Class Charts Positive Points within a weekly tutor session.

Rewards

4. LOLAs:
- Weekly Assemblies – HOY to feedback praise from Class Charts and Subject Teachers
- Half Term Praise Assemblies – Praise from teachers, Attendance certificates, Tutors nominate a student of the half term.
- End of Term Rewards Assembly – Subject nominations, Attendance, Tutor nominations, HOY nominations, Positive Points Raffle – Top 50 in each group can win prizes.
- Tutor Rewards League – Every Half Term

5. SLT:
- End of Year Rewards Ceremonies – Whole School or Year Group
- Top 50 Positive Points – SLT Letter Home
- Top 3 Positive Points – Lunch with SLT

Appendix B - Procedure for sanctions

The Sutton Community Academy Behaviour and Sanctions Systems

All adult staff are responsible for managing student behaviour at SCA. Children are still learning how to behave well and as adults we are responsible for teaching and modelling this. At SCA there is an expectation that staff build a foundation of positive relationships with students based on unconditional positive regard so that behaviour systems promote our SCA values:

Successful Confident Ambitious

The Sutton Way

The philosophy inherent within **The Sutton Way** is at the heart of what we do, daily. The students in our Academy are our highest priority. We need to demonstrate our pledge to them, to support them to achieve and be able to access life opportunities.

Disruption free learning

Behaviour systems at SCA are designed to be clear to ensure they are well understood, staff can apply them with consistency and students can be assured that good behaviour will be recognised, and poor behaviour will be sanctioned. Our behaviour systems are designed to;

- Ensure disruption free learning.
- Promote excellent standards of behaviour around the Academy.
- Promote exemplary engagement in lessons.
- Be clearly understood, yet flexible enough to cope with different circumstances-termed as 'reasonable adjustment'.

Behaviour expectations, recognition and sanctions will be taught explicitly to students through the pastoral programme, and within the PSHCE curriculum. They will be modelled in every lesson and throughout the day.

Student Contract

We expect exceptionally high standards of student conduct which are summarised by our behaviour obligations of: **'Ready, Respectful, Safe'**. Students at our Academy are expected to be:

Ready:

- attending every day and being on time.
- lining up in silence in their assigned group at the start of each day.
- having the correct uniform, equipment and a positive 'can do' attitude.
- Independently completing 'Do Now' starter tasks set at the beginning of each lesson without prompting.
- completing all home learning so they are prepared for future lessons.

Respectful:

- showing respect to every member of our Academy community.
- treating the Academy buildings and environment with respect.
- showing tolerance and understanding of difference.
- being kind to each other.
- listening to staff and to each other without interrupting.
- following staff instructions at the first time of asking and without argument.

Safe:

- moving around the Academy in a quiet, calm and purposeful way, following any one-way systems.
- avoiding physical contact with other students.
- refraining from any incidents of unkind or intolerant behaviour.
- being kind and helpful to others who may be experiencing difficulties.
- following all instructions for safety drills without question.
- ensuring mobile phones are not seen or heard during the Academy day.

Recognising positive behaviour

We want every student to feel that their hard work and positive attitudes are recognised. Praise and recognition should be achievable by all students, regardless of ability and should be used regularly to reinforce positive behaviour, progress and achievement both in and out of lessons. This includes recognising not only those students who already behave well, but also those students who improve their behaviour. Staff are encouraged to reward points each lesson on class charts.

Types of Recognition include:

- Verbal recognition including descriptive praise for meeting high expectations of work and behaviour.
- Texts and letters home and certificates
- Lapel badges for achieving points thresholds, good attendance, positive attitudes and achievement.
- Invitation to exclusive events. For example, Tutor group pizza and prizes for collective points on class charts
- Whole Academy school rewards evening- celebrating successes across different year groups.
- End of year awards events for KS3, KS4 and KS5
- Termly rewards / certificates for attendance.
- Weekly rewards and positive praise given in year meetings and tutor time

Early intervention to promote disruption free learning

At Sutton Community Academy, we believe that:

1. Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils.
2. Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils.
3. Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential.
4. Setting clear expectations can help communicate shared values that improve classroom and school culture.
5. A culture of mutual trust and respect supports effective relationships.
6. High-quality teaching has a long-term positive effect on pupils' life chances, particularly for

children from disadvantaged backgrounds.

Therefore, we should communicate a belief in the academic potential of all pupils by:

- Using intentional and consistent language that promotes challenge and aspiration.
- Setting tasks that stretch pupils, but which are achievable, within a challenging curriculum.
- Creating a positive environment where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine.
- Seeking opportunities to engage parents and carers in the education of their children (e.g. proactively highlighting successes).

Demonstrate consistently high behavioural expectations by:

- Creating a culture of respect and trust in the classroom that supports all pupils to succeed (e.g. by modelling the types of courteous behaviour expected of pupils).
- Teaching and rigorously maintaining clear behavioural expectations (e.g. for contributions, volume level and concentration).
- Applying rules, sanctions and rewards in line with school policy, escalating behaviour incidents as appropriate.
- Acknowledging and praising pupil effort and emphasising progress being made

Strategies used to de-escalate and promote disruption free learning

When using a correction or reprimand the following approaches may be applied:

- Non-verbal cues (body language).
- Anonymous correction e.g. *"just waiting for one more person…."*.
- Wherever possible reprimand in private.
- Give student take up time.
- Deliver the sanction quickly. If possible, avoid reacting to secondary behaviours.
- Sanction monitor should be clearly articulated and the student should be made aware of where they are on the disruption scale and why. Staff should remain calm and not react.
- Staff should acknowledge improvement.

Basic behavioural expectations and creating the correct climate culture at our Academy

We need to model that our student must buy into The Sutton Way as a Code of Conduct. This should be demonstrated by all students in the academy and the local community. The Sutton Way is the ethos, but what will the physical behaviours look like on a day to day basis?'

Students should do whatever it takes to help create a safe academy and local community which respects the rights of others by:

• Listening to members of staff and following their instructions politely and calmly.

• Walking sensibly and safely- not running, shouting, or blocking access, and maintaining a sense of calm and order in working corridors.

• Going straight to my lessons and holding doors open for others when the corridors are busy.

• Never damaging school property, defacing the building, dropping litter or spitting. This includes clearing away my lunch in the cafeteria, as well as keeping my classroom space tidy, so that others can learn after I have left the classroom.

• Never insulting, undermining or swearing at anyone.

• Remembering I am always an ambassador for the Academy. This includes when I am leaving school and making my way home in an orderly, responsible way.

• When travelling on public transport, I will respect those around me, speaking to teammates, transport staff and members of the public quietly and politely, whilst respecting the local environment, by being considerate to our local community, obeying shop rules, and never dropping litter, defacing or trespassing on private property.

These standards should be revisited, practised, and lived constantly throughout the day, and every student and member of staff needs to become familiar with them.

Behaviour for learning

All classroom teachers are responsible for behaviour for learning within their own classroom. They should, in each lesson, take personal accountability for dealing with incidents and following through necessary consequences and restorative practices to ensure that behaviour is approached with consistency. Where support or additional intervention is needed classroom teachers should request additional assistance from:

- Subject Faculty Leader(s)
- Relevant Pastoral Lead / Head of Year
- The Senior Leadership Team

Classroom behaviour expectations

At Sutton Community Academy we are committed to ensuring every student has the opportunity to learn and do not tolerate behaviour that disrupts the learning of others. We use the system process of: **Warn, Move, Remove.**

- Warn (Verbal warning) - Reminder of classroom rules and expectations.
- Move (Final warning) – Move the child and/or reinforce classroom expectations and give student choices. Remind them of the next stage if they do not make the correct choice. *'You are on the verge of leaving the lesson.'*
- Remove – sent to sanctions – Instruct the student to leave the room and go to the Reflection space.

Reflection policy:

- Student should be sent to the Reflection space when their chosen behaviour is stopping the class members from participating in disruption-free learning, therefore inhibiting effective progress. The Reflection space referral is not the consequence.
- Students who arrive in Reflection space will complete restorative work with the pastoral staff.
- Communication via Class Charts is sent to parents informing them that their child has been sent to the Reflection space.
- Parents should receive communication home from the classroom teacher to discuss behaviour(s) and future interventions moving forward.
- All behaviours and communications are recorded through the Class Charts system. Parents have access to information via the Class Charts app.
- All students who are sent to the Reflection space have a same day detention for 30 minutes as an immediate consequence. The detention will be staffed by a member of the Senior Leadership Team/Pastoral team. Restorative work is completed in this time.
- Daily detentions may be escalated to 60 minutes same day if a student has multiple removals to the Reflection space in any one day.
- Please note that a student may be placed in the Isolation space (internally or externally), or be issued with a fixed term suspension (FTS) if students are sent to the Reflections space 3+ visits on any given day. This is viewed as a serious breach of the behaviour pathway.
- Students that are sent to the Reflection space after 14:00 that day will be placed in detention the following day to allow effective communication between the Academy and home to take place.

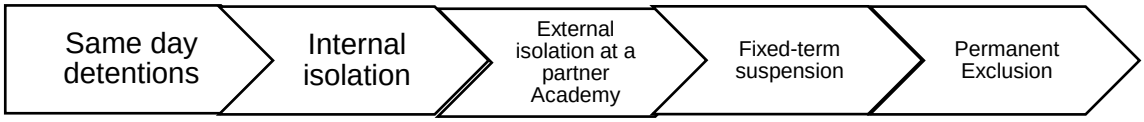
The sanction pathway for behaviour within lessons time

Behaviour	Record on class charts	Sanction
Not meeting expectations	No	Correction- Teacher gives a **warn**ing.
Not correcting behaviour first time	No	Teacher asks students to **move** (this may be seats or outside for a moment)
Not correcting behaviour second time/defiance	**Reflection Room** icon is pressed	Negative points Record on class charts. Student is sent to reflection room. Detention will follow that evening unless P4 then the following day. Teacher visits detention for restorative conversation.
Serious incident e.g. physical violence, complete refusal, safeguarding	**ES** icon – alerts 'On Call'	On Call staff will arrive to remove and set appropriate sanctions. (Time in Reflection space, Isolation or FTS applied.)

Poor behaviour outside of lessons.

- Staff to log on class charts and send (escort if possible) student to the Pastoral / Inclusion office. Behaviours will be discussed. Examples of negative behaviours include (list is not exhaustive**)**: inappropriate behaviour e.g. throwing food/ water, Behaviour that is rude/ disrespectful, or unkind. Student will lose their breaktime, further sanctions may apply.
- Serious incidents **(Red Behaviours)** e.g. fight, discriminatory behaviour- student escorted to Pastoral for staff for further investigations.
- **All abusive and/or discriminatory behaviour, including bullying, peer on peer abuse and hate speech must also be recorded on CPOMs for monitoring.**

Sanction Hierarchy



Internal/ external isolation unit

The internal exclusion room will be staffed by senior members of staff. Internal isolation will be used when a behaviour incident is deemed as a serious breach of the behaviour pathway (Amber/ Red behaviour(s). Behaviours may include:

- Several removals to the Reflection space in a single day
- Displaying negative and disruptive behaviours in the Reflection space. This means that a student will have 'failed' the consequence and this may result in being removed and isolated elsewhere with a member of SLT, or issued with a fixed-term suspension from site for the reminder of the school day. Student will then be booked into isolation the next day, space permitting.
- Failing to attend Reflection detention, or causing further disruption within detention.
- Fighting or threatening behaviour.
- Persistent internal truancy.
- Swearing/verbal abuse at staff.
- Bullying (see anti bullying policy.)
- Discriminative behaviour.

Students can be placed in the Academy's internal isolation unit between one to five days. The internal isolation day will run from 9:00- 16:00. Students should arrive at main reception for 09:00 am and wait to be escorted to the isolation unit by a member of the Pastoral team. Students must bring their own food and fluids for that day. FSM provided if relevant. Curriculum work will be paper based.

Failure to attend, or continued disruptive or dangerous behaviour whilst in the internal isolation unit may result in a further external isolation to an Academy within the trust school, or a fixed-term suspension (FTS). Students who fail to attend either of the provisions above will be issued with an

unauthorised attendance mark, which could lead to a fixed penalty notice. All sanctions will remain in place upon returning to the Academy. Any referral to the internal/ external isolation unit that exceeds 1 whole day will be validated by the Principal or the Assistant Principal for Behaviour.

Internal isolation to a partner Academy

Sutton Community Academy works in partnership with other local Academies to provide internal isolation/ suspension facilities. Where these are used as part of the sanctions hierarchy there is an expectation that students attend. If a student is required to complete an isolation/ suspension at another school Sutton Community Academy will liaise with parents/carers to discuss arrangements including for timings, lunch and transport. The sanctions or not optional and failing to attend will result in attendance being unauthorised, which could lead to a fixed-penalty notice being issued.

External sanctions at a partner school may also be used for example when:

- Suspension to family home is deemed inappropriate, or ineffective.
- Suspension to family home may present a safeguarding risk.

Fixed-term suspension(red behaviour(s)

Sutton Community Academy takes the view that a Fixed-term suspension is not always the most effective sanction response to poor behaviour as it can further disengage some students without having any impact on improving their behaviour. Sutton Community Academy seeks to use suspension(s) only when there are no other alternatives and/or when a student presents a significant risk to others including (list is not exhaustive):

- Where a student has been uncooperative in internal isolation, or external isolation units at a partner academy. The student will need to complete their internal isolation as part of their reintegration agreement.
- Where there has been an incident involving possession of an offensive weapon on the Academy site.
- Where there has been a serious physical assault.
- Behaviours and conduct that is deemed prejudicial to the expectations within the Academy.

Reintegration following fixed-term suspension (FTS)

Following any suspension a reintegration meeting is recommended to take place with either a member of the Pastoral Team/ member of SLT and the student and their parent/carer. The meeting enables a plan to be devised in order to aid improvement in the student's behaviour. The meeting will include the opportunity to discuss intervention and support packages for each student.

An important aspect of the reintegration meeting is to recognise that something has to change to prevent further re-occurrences of the behaviours from happening again. All parties present will sign a contract in agreement to help move forward on the student's return to the Academy.

Intervention

At Sutton Community Academy we have exceptional expectations and high behavioural expectations are paramount in achieving this. The expectations and sanctions are clear and consistent. Sanctions should be matched and supported with positive relationships, support and appropriate interventions at each stage so that behaviour challenges are well managed and barriers to learning are overcome.

Sutton Community Academy graduated response to behaviour

Wave 1			
Behaviour	**Sanctions**	**Intervention**	**External Referral**
Students who know how to behave well and require only occasional or gentle reminders.	None Occasional reprimand reflection room.	Academy behaviour policy *Every interaction is an intervention*	
Wave 2			
Students who need some support to learn how to behave well	Multiple detentions / reflection room / HOD's	Pastoral Leader/Subject Leader intervention Restorative conversations Home contact	
Wave 3			
Students who need more targeted support to learn to behave well	Repeat Internal isolations	Pastoral Leader Wave 1 Behaviour Plan including SCA interventions Liaison with subject lead if appropriate. Restorative conversations Home contact	L2 EHAF Registered with family service Public Health Practitioners
Wave 4			
Students with significant barriers to self- regulation and needing extensive support to behave well	Regular detentions Repeat Internal isolation Internal exclusion at another Academy Possible FT Exclusion from SCA	Pastoral Leader Wave 2 Behaviour Plan and Risk Assessment including Academy Consideration of any potential unmet needs Restorative conversations Home contact	L3 EHAF Consideration of the 'Concerning Behaviour Pathway' Springboard Other external support eg Notts TETC, CAMHs Manged Moves to partner school
Wave 5			
Students at high risk of P Ex	Regular C5 (internal isolation) Regular FTE from SCA. Behaviour that is deemed as dangerous to self and others at SCA.	Graduation Academy or Success Centre Managed Move Alternative Provision Restorative conversations Home contact	L3 EHAF Concerning Behaviour Pathway AFN/HLN application Fair Access

Academy Interventions	
Behaviour Mentor Counselling TA Keyworker Staff Mentor Emotion Coaching Draw and Talk Gardening Community Workshop Sensory Room Nurture Inclusion Hub Emotional Literacy.	
Indicators of Unmet Needs	
ADHD Some key signs: Being constantly restless/fidgety. Not able to sit still in their seat. Tapping hand or shaking foot Talking a lot, interrupting, not able to be quiet. Easily distracted by others. Short concentration span. Hypervigilant - easily picks up on what is around them. Saying or doing things without thinking. Cannot seem to help themselves.	**ASD some key signs:** Struggles with any change to routine. May result in angry or avoidance behaviour. Obsessive behaviour /fixated on a particular topic. Unusual behaviours e.g. spinning, flapping Struggles to give eye contact Over the top/angry outbursts. May seemingly go from 0-10 very quickly. Takes things very literal e.g. pull up your socks. Strong sense of justice. Very black and white. May struggle with noises and crowds. Doesn't understand social cues

Categories of behaviour

Behaviour incidents should be logged on Class Charts according to type in order that individual student and whole academy data reports are accurate and useful. These may be updated following review and evaluation of the policy.

Not Ready:

- Off task
- Late
- Equipment
- Uniform

Not respectful:

- Unkind behaviour
- Inappropriate language
- Verbal abuse
- Damage
- Not following instructions
- Defiance

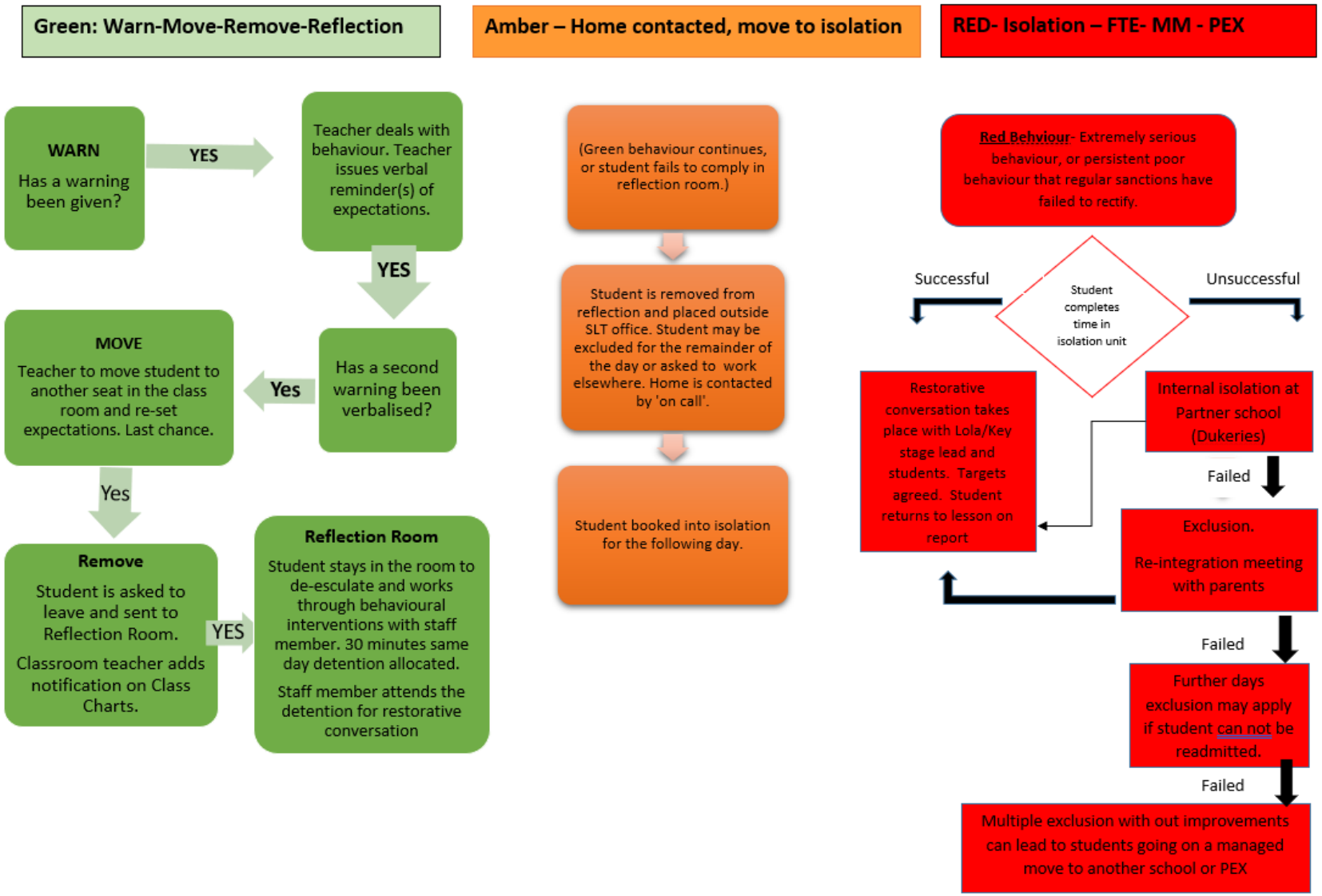
Not Safe:

- Physical contact
- Unsafe movement

- Aggression
- Fighting
- Truancy

Date	Pupil Name	Search Y/N	Reason for search	Searched by (Confirm 2 members of staff)	List Item(s) found or state nothing found	List items confiscated	Confiscated by?	Where are the items stored?	Police informed Date/time and by whom	Parent informed? Date/time and by whom	Date Item returned or if collected – who by.

Appendix C – Search and Confiscation Log


Green: Warn-Move-Remove-Reflection
Amber – Home contacted, move to isolation
RED- Isolation – FTE- MM - PEX
WARN
Has a warning been given?
YES
Teacher deals with behaviour. Teacher issues verbal reminder(s) of expectations.
YES
Has a second warning been verbalised?
Yes
MOVE
Teacher to move student to another seat in the class room and re-set expectations. Last chance.
Yes
Remove
Student is asked to leave and sent to Reflection Room.
Classroom teacher adds notification on Class Charts.
YES
Reflection Room
Student stays in the room to de-esculate and works through behavioural interventions with staff member. 30 minutes same day detention allocated.
Staff member attends the detention for restorative conversation
(Green behaviour continues, or student fails to comply in reflection room.)
Student is removed from reflection and placed outside SLT office. Student may be excluded for the remainder of the day or asked to work elsewhere. Home is contacted by 'on call'.
Student booked into isolation for the following day.
Red Behviour- Extremely serious behaviour, or persistent poor behaviour that regular sanctions have failed to rectify.
Successful
Student completes time in isolation unit
Unsuccessful
Restorative conversation takes place with Lola/Key stage lead and students. Targets agreed. Student returns to lesson on report
Internal isolation at Partner school (Dukeries)
Failed
Exclusion.
Re-integration meeting with parents
Failed
Further days exclusion may apply if student can not be readmitted.
Failed
Multiple exclusion with out improvements can lead to students going on a managed move to another school or PEX

Academy
Transformation
Trust