

Stanchester Academy Behaviour Policy 2020-21

Overview and introduction

At Stanchester Academy we work to be an inclusive school where children can feel safe, confident and happy as well as learn. Our children have the right to disruption free learning in a classroom where learning time is maximised so that they can really flourish and achieve.

Our children are responsible and accountable for their own behaviour. We use a range of strategies to support them, develop positive relationships and promote personal self-discipline. Regardless of the starting point of individual children, high standards of behaviour will be expected and promoted consistently by all adults at all times. At Stanchester Academy we set out clear and high expectations for all our children with appropriate consequences, if required.

Shared vision and objectives

A clear, realistic, and consistent behaviour policy is essential in establishing a culture that underpins the achievements and successes of all the children.

Our behaviour policy is also fundamental to promoting our vision of:

Ambitious learners who are knowledgeable, literate and driven by the 6Cs, always working together for better behaviour, better character, better outcomes.

Everyone at Stanchester Academy will be treated with unconditional positive regard ensuring everyone can learn free from bullying and harassment. That may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability.

All members of staff will have the highest expectations. They routinely share these expectations, model the behaviour expected from the children, and manage and influence their choices. Positive and productive relationships with children are central to excellent behaviour management and our adults will help children who struggle to maintain positive relationships.

At Stanchester Academy good behaviour is the expectation and not the exception. We promote a sense of self-discipline in our children and expect that our children behave consistently well whilst in school.

So therefore, at Stanchester Academy we will...

...create an ethos where excellent behaviour is an expectation for all children

...create a culture of self-discipline where our children know that good behaviour is expected

...help children take control over their behaviour and be responsible for the consequences of it

...ensure that good relationships are promoted and everyone is treated fairly and shown unconditional respect

...build a school community which values commitment, collaboration, critical, challenge, caring, creative.



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We all follow the same principles

At Stanchester Academy we subscribe to a set of consistent principles that guide our practice and interactions with children:

- we know our children and meet their needs
- we share and model our high expectations
- we praise and reward effort
- we recognise when children do well
- we promote self-discipline
- we correct in private unemotionally and praise with emotion in public
- we step our consequences
- we follow up without exception
- we deescalate conflict

We all use the same visible consistencies

- We meet and greet at the classroom door, preparing equipment promptly.
- Self-starter, immediate short self-retrieval activity in silence, low stakes self-assessment.
- Learning climate, warm but assertive following the behaviour and rewards policy, reading and writing tasks always silent.
- Challenge, teach to the top, supporting high expectations, deliberate practice and academic language.
- Student exit, pack away 3 minutes before lesson end, check uniform, stood behind chairs silently and controlled dismissal.

Positive reinforcement, responsibility and reward

At Stanchester Academy we have a clear system that ensures our children's excellent conduct is acknowledged, valued, appreciated and recognised. All children are aware that making positive choices about behaviour results in positive consequences and acknowledgements. We recognise and acknowledge good behaviour through;

- regular sincere verbal praise (RSVP)
- positive recognition through class and school achievement awards and ePraise, for example.....
- EPraise points for demonstrating any of the 6Cs, effort and achievement. Points for prizes.
- ½ termly Head Teachers award
- Termly top ten achievement awards, certificate and lunch
- Bronze, Silver, Gold Epraise awards
- Celebration Assemblies
- Yearly outstanding effort letter, academic trip, Y11 prom
- Positive notes, postcards home, letters home
- Positive phone calls, text messages, emails home

Applying sanctions

Behaviour management at classroom level begins with a positive and proactive approach.

This could include:

- redirection
- non-verbal strategies – eye contact, gesture, self-interrupt.



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- rule reminders such as positive group correction (“We’re following along in our books”), anonymous individual correction (“We need two more people”) or private individual correction
- gentle encouragement
- sitting in another part of the room but still within the lesson
- peer led approaches – changing groupings, encouraging positive pairings

For the vast majority of our children a rule reminder is all that is needed. Children who continue to behave inappropriately must know that they are responsible for their choices. Staff will make it clear to the child in what way they have not behaved as expected and link sanctions to it calmly and without emotion. It is in nobody’s interest to confront poor behaviour with anger or inappropriate emotion. At Stanchester Academy the adults de-escalate skilfully.

We use a stepped approach to managing behaviour:

Expectation - Reminder - Consequence

- We set out expectations
- We remind students of those expectations
- Where necessary, we apply an appropriate consequence

B1 Warning and logged	B2 Centralised lunchtime detention and parent text	B3 Centralised after school detention	B4 Bespoke consequence	B5 Bespoke consequence
		Phone call from teacher Use buddy timetable	Removal by on-call Detention – 5pm on Friday night Face to face meeting with parents	
Not paying attention Off task Talking out of turn Lack of effort Not following instructions first time Disruption to learning Inappropriate language (including swear words)	Continuation of B1 behaviour Late to lesson without valid reason Unauthorised absence from lesson Mobile phone seen or heard	Continuation of B1/ B2 behaviour Foul / sexual language Disturbing an exam Being COVID non-secure	Defiance Bullying or harassment Verbal abuse to peer or staff Vandalism, damage or theft Dangerous behaviour Smoking including e-cigarette	Drug related issue Alcohol related issue Carrying offensive weapon Threatening behaviour Serious actual or threatened violence against peer or staff Racist or homophobic or discriminatory language Sexual violence



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Working with parents/guardians

Clear communication on behaviour issues with parents is critical. Parents want to know when things are going well as much as they want to be informed when things are not. Communication with parents on behaviour will almost always be positive.

Children who struggle with their personal discipline benefit from a consistent approach at school *and* home. Simple agreements that give the child the same message have maximum impact so class teachers and parents will need to work in partnership.

Parents must take responsibility for their child's behaviour – this responsibility does not stop at the school gate. Where appropriate parents will be called in to school to help support the school in the management of their child's behaviour.

Working in partnership

As a school we work in close partnership with a range of agencies to improve outcomes for our children. This includes working with partners such as;

- Educational psychologists
- Pupil referral unit
- CAMHS
- Any counselling service
- Local partner schools such as other trust schools

Further sanctions

It is recognised that for some children further sanctions may need to be used.

Internal exclusion

We have identified a group of serious behaviours that we believe have no place within our school or the society outside of school for which we are preparing our children. The list below is not exhaustive and does not indicate that the behaviours either currently or previously exist in the school:

- serious physical assault on any member of the school community
- the use of homophobic or racist language
- bullying in any format
- throwing objects with the intention to harm or hurt someone
- demonstrating inappropriate sexualised behaviour
- stealing from another person or school
- leaving school grounds without permission
- deliberately spitting at another person



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Any of the Incidents above will, in the first instance, result in an immediate internal exclusion. This will ensure the safety of everyone involved and enable appropriate time for a thorough investigation to take place. Each incident will be treated on individual merit with the final decision being made by the headteacher, and in his/her absence, the most senior colleague.

Fixed and permanent exclusion

The decision to exclude a child will be taken in the following circumstances:

- In response to a serious breach of the school's behaviour policy
- If allowing the child to remain in school would seriously harm the education or welfare of the children or others in the Academy.

Exclusion is an extreme sanction and is only administered by the Headteacher (or, in the absence of the Head teacher, a member of staff who has been nominated to act in that role).

Fixed term exclusion procedure

Most fixed term exclusions are of short duration, usually between one and three days.

The Governors have established arrangements to review promptly all fixed term exclusions that would lead to a student being excluded for over 15 days in one term or missing a national test.

Prior to exclusion, parents/carers are contacted immediately where possible by phone. A letter will also be sent by post giving details of the exclusion and the date the exclusion ends.

A re-integration meeting will be held following the expiry of the fixed term exclusion and this will involve the appropriate staff. The headteacher and parents/carers will agree to targets which will be recorded on a re-integration contract that will be signed at the end of the meeting.

During the course of a fixed term exclusion the child needs to remain at home, parents/carers are advised that the child is not allowed on school premises, and that daytime supervision is their responsibility.

Permanent Exclusion

The Governors have established arrangements to review promptly all permanent exclusions from the school and all fixed term exclusions that would lead to a child being excluded for over 15 days in one term.



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The decision to exclude a child permanently is a serious one. There are two main types of circumstances in which permanent exclusion may be considered:

The first is a final, formal step after dealing with disciplinary offences following the use of a wide range of strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort.

The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a child for a first or 'one off' offence. These might include:

1. Serious actual or threatened violence against another student or a member of staff
2. Sexual abuse or assault
3. Supplying an illegal drug
4. Carrying an offensive weapon*
5. Arson

The school will consider police involvement for any of the above offences. These instances are not exhaustive but are illustrative of the fact that such behaviour seriously affects the discipline and well-being of the school.

General factors the Academy considers before making a decision to exclude;

Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the school or the student concerned. Before deciding whether to exclude a child either permanently or for a fixed period the appropriate member of staff will:

1. Ensure appropriate investigations have been carried out
2. Consider all the evidence available to support the allegations taking into account the Behaviour Policy and Single Equality Scheme
3. Allow the child to give her/his version of events.
4. Check whether the incident may have been provoked for example by bullying or by racial or sexual harassment.

Use of reasonable force

If an incident occurs where a child or others are at risk, or a child is causing serious damage or disruption, trained staff will act using appropriate techniques, up to and including the use of physical intervention. No teacher or adult working with children every wants to use physical restraint. There is always risk for children when adults restrain even when using the least intrusive techniques.



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Any use of force by staff will be reasonable, proportionate and lawful. Reasonable force will be used in accordance with the DfE guidance 'Use of reasonable force: advice for Headteacher, teachers and governing bodies' and only when necessary. Any use of reasonable force is for the minimum time necessary to prevent a pupil from doing or continuing to do any of the following:

1. Committing a criminal offence;
2. Injuring themselves or others;
3. Causing damage to property (including their own);
4. Engaging in any behaviour prejudicial to good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.

Where restraint is used by staff, this is recorded in writing and logged in SIMS. The child's parents will be informed at the earliest possible opportunity. Force is never used as a form of punishment.

Malicious allegations against staff

Where a child makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Headteacher will consider whether to take disciplinary action in accordance with this policy. This may include a referral to the police to consider if action might be appropriate.



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