

Ormiston Bolingbroke Academy

Behaviour policy

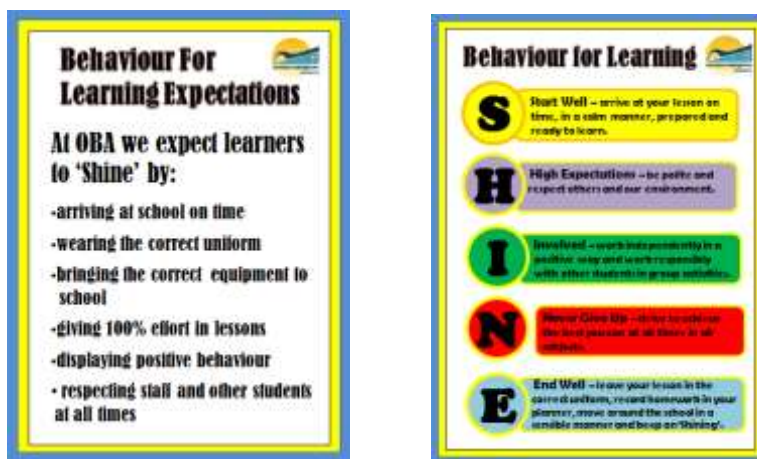
<i>Originator</i>	<i>Authorised by</i>	<i>Date Adopted</i>	<i>Last Review</i>	<i>Next Review</i>
Ormiston/ J Rigby	Chair of Governors	25.08.10	26.11.15 PSG	Autumn 2017

I. Policy aims and principles

At Ormiston Bolingbroke Academy we are dedicated to ensuring that our academy environment supports learning and the wellbeing of students and staff through a strong sense of community cohesion. Cooperation, support, and respect are the foundations of our community and we work hard to provide a safe academy where students feel included in every aspect of academy life and comfortable to voice their opinions.

This policy outlines what we expect from all our students in terms of their behaviour, and the sanctions that will be enforced if this policy is not adhered to. It extends to all members of our academy community. Good behaviour and self-discipline have strong links to effective learning, and are vital for students to carry with them both during and after their academy years.

We believe that all students should be aware of the standards of behaviour that are expected of them, and take responsibility for promoting these standards. We hope that by encouraging positive behaviour patterns we can promote good relationships throughout the academy built on trust and understanding, and that through the use of this policy we can support all of our students in developing a high level of social awareness. Our aim is to ensure that all our students leave the academy with the key skills they need to continue to progress to the best of their ability in all areas of life.



This policy is consistent with all other policies adopted by Ormiston Bolingbroke Academy and is written in line with current legislation and guidance.

Complaints

All complaints are dealt with under the Ormiston Bolingbroke Academy Complaints Policy.

Complaints should be made in writing and will follow the Ormiston Bolingbroke Academy complaint procedures and set timescales. The handling of complaints may be delegated to an appropriate person. The outcome of the complaint will be communicated in writing.

Monitoring and review

This policy will be reviewed in September 2017 or in the following circumstances:

Changes in legislation and / or government guidance, as a result of any other significant change or event or in the event that the policy is determined not to be effective

If there are urgent concerns these should be raised to the Principal in the first instance for them to determine whether a review of the policy is required in advance of the review date.

2. Roles and responsibilities

This policy is based on the belief that promoting positive behaviour is the responsibility of the community as a whole. The policy will not have an impact on the learning ethos of the Academy unless everyone applies it comprehensively and consistently.

Implementation of the policy is the responsibility of **all** members of the Academy's community. Specific roles are as follows:

Academy

The academy understands that the first step to modelling good behaviour is to lead by example, which means that all staff, volunteers, and anyone else who comes to the academy must act responsibly and professionally, and will never denigrate students or colleagues. We work hard to ensure that discipline is consistent across the academy so that behaviour boundaries and sanctions are clear to all and are applied fairly, proportionately, and without discrimination, taking into account special educational needs and disabilities as well as the additional challenges that some vulnerable students may face.

Staff are trained to deal with behavioural strategies as part of their continual professional development, and are well informed of the extent of their disciplinary authority.

We work with parents to understand their children and their behaviour and believe that in conjunction with behaviour boundaries and sanctions, good support systems, praise, and rewards for good behaviour are an important part of building an effective learning community.

The academy will report behaviour, good and bad, to parents regularly. We encourage parents to communicate with the academy if they have a concern about their child's behaviour, and we will do as much as is possible to support parents as and when they need it. We promote good behaviour within the academy curriculum and reminders of academy rules and expected standards of behaviour are up on walls in classrooms and situated around the academy.

Staff are a constant presence around the academy, before and after the academy day, in-between classes, during breaks in the academy day, and at lunch times, to check that students are using the academy grounds respectfully and behaving appropriately.

The academy will take all reasonable measures to ensure the safety and wellbeing of all students and staff and this includes protection from bullying. We aim to combat bullying and other harmful behaviour using, amongst others, preventative strategies through the active development of students' social, emotional and behavioural skills.

Inclusion Team

The Inclusion Team will identify students at risk and to decide the most suitable course of action for their support. The team will act on information and referrals from other staff through the AP Key Stage Progress Leaders, the AP for inclusion, the Key Stage Progress Managers, SENCO and Heads of Year. The team will act as 'gatekeepers' to avoid ad hoc and inappropriate referrals being made to external agencies.

The Inclusion Team will provide mentoring (both academic and personal), and tailored programmes for individuals who have difficulties with behaviour e.g. anger management etc. They will liaise with parents and other agencies and will advise on appropriate alternative curricula.


They will advise those staff who need to know, when behaviour difficulties are due to family circumstances e.g. bereavement, illness, imprisonment, within any legal restrictions or data protection regulations and will monitor individuals to measure the impact of support and progress.

Governors

The Governing body defines the principles underlying the Academy's Behaviour policy by ensuring that all aspects of the policy promote equality for all students and addresses individual need. It monitors and evaluates the implementation of the policy by receiving reports and data from the academy. It supports the practical strategies of the policy by holding disciplinary and attendance panels for students and their parents when there are serious concerns.

Parents

Parents play a big part in ensuring that their children are responsible for their own behaviour in academy. We ask that parents sign the home-academy agreement to indicate that they will respect and support the academy's behaviour policy and the authority of academy staff.

As an Academy we will:	As a student of Ormiston Bolingbroke Academy I will	As a Parent/Carer I/we will:
<ul style="list-style-type: none"> ✓ fulfil our aims; ✓ ensure a high standard of teaching and the expectation that all students will achieve results in line with their abilities; ✓ set and assess appropriate and challenging work to work with your child and raise their levels of achievement in an Academy which is stimulating and safe; ✓ make sure homework is – <ul style="list-style-type: none"> <input type="checkbox"/> set appropriately to suit your child's ability; <input type="checkbox"/> understood by your child; <input type="checkbox"/> realistic for the time available; <input type="checkbox"/> assessed ✓ agree and set individualised targets for your child and help them to monitor and manage their own learning; ✓ have Academy rules which your child and you understand; ✓ keep all parents/carers informed about events and Academy activities through regular newsletters; ✓ check on attendance, punctuality and appearance; ✓ tell the students and parents whenever we are pleased and discuss with you as soon as possible any concerns including behaviour and punctuality; ✓ listen to the concerns of your child and you; ✓ inform you of your child's progress and of their strengths, areas for developments and targets. 	<ul style="list-style-type: none"> ✓ attend Academy regularly and punctually; ✓ rise to the challenges set and aim to improve my levels of achievement; ✓ tell my teacher when I have a success or any concern to share; ✓ Be a positive and active member of the Academy and where possible take part in some of the many opportunities made available by the Academy; ✓ follow the Academy behaviour for learning code of conduct and share responsibility for our community showing respect and consideration for others at all times; ✓ look after and use my student planner; ✓ write my homework in my student planner and complete all my homework on time and to the best of my ability; ✓ wear my Academy uniform; ✓ make sure that my parents are aware of events in my Academy. 	<ul style="list-style-type: none"> ✓ ensure that my child attends the Academy regularly and on time and inform the Academy when my child is ill or has an appointment which will keep them away from Academy ✓ ensure that my child is properly equipped for Academy life; ✓ support and help my child with their education as and when I/we can and tell the Academy when my child has a success or a concern to share; ✓ encourage my child to meet the challenges set and to do the best that they can, ask my child about their Academy work and what they have learnt; ✓ support the Academy's Code of Conduct and share responsibility for the Academy community; ✓ whenever possible come to 'Parents Evenings'; ✓ set aside somewhere for my child to complete their homework and to check that it has been completed; ✓ check and sign the student planner each week; ✓ pass on accurate information relating to my child.
Form teacher	Student signature:	Parent(s)/Carer(s) signature:
Principal/SLT		

We ask parents to work with the academy in support of their child's learning, which includes informing the academy of any special education needs or personal factors that may result in their child displaying unexpected behaviour. We ask that parents be prepared to attend meetings at the academy with staff or the principal to discuss their child's behaviour and to adhere to any parenting contracts put in place.

In the case of exclusions, we ask that parents provide appropriate supervision for their child during the time that they are excluded from the academy and, if invited, to attend a reintegration interview at the academy with their child.

Students

The academy expects all of its students to show respect to one another, to academy staff, and anyone else that they may meet. Incidents of bullying, denigration, or bringing intentional harm to other students or staff will not be tolerated.

Students are ambassadors of our academy even when off the academy premises, and we expect them to act accordingly. They are expected to obey academy rules, listen to and follow instructions by staff, and to accept and learn from any sanctions that they receive. This extends to any arrangements put in place to support their behavior; such as pastoral support programmes or parenting contracts.

Students are expected to behave appropriately when moving around the academy in the corridors. This means that they should always;

- walk on the left
- move around the academy quietly and sensibly
- line up quietly while waiting to enter a classroom
- keep the academy clean and tidy
- show respect for others
- follow instructions first time
- use positive language at all times

Academy work and homework should be well presented, completed to a high standard, and handed in on time. Failure to hand in work on time will lead to disciplinary sanctions. If students are struggling to meet the requirements of their workload for any reason, they should discuss this with their tutor who will work with them to draw up a support plan. The academy asks that students carefully read and then sign the home-academy agreement to show that they have understood what is expected of them and acknowledge the responsibility that they have for their own behaviour.

3. Academy behaviour

Academy rules that apply at all times to all members of the academy community are detailed below. All of these rules also apply when travelling to and from the academy.

- Always be on time
- Keep your appearance smart and tidy - wear regulatory academy uniform at all times to and from academy
- Rude, derogatory, racist or defamatory language will not be tolerated
- Be considerate of your peers and the extended community
- Do not run through the academy corridors
- Do not shout out during lessons, or shout to one another in the corridors, or when in public places
- Be polite and respectful at all times
- Respect and look after the academy premises and environment, both on the academy site and outside. Do not litter or not vandalise academy property in any way
- Health and safety equipment is only for use in emergency situations and should not be tampered with under any circumstances
- Refusal to follow staff instructions will not be tolerated
- Under no circumstances will illegal or inappropriate items be brought into academy
- Gambling is not allowed on academy property
- Unauthorised absence from academy will not be tolerated

The following items are not allowed in academy under any circumstances:

- Alcohol and drugs
- Cigarettes, matches, and lighters
- Weapons of any kind
- Material that is inappropriate or illegal for children to have; such as racist or pornographic material
- Mobile Phones are allowed to be carried by students but must not be used in the Academy. A such the mobile phone **must be turned off** and remain in the students bag until the end of the school day.

Attendance

Regular attendance at the academy is required by law, and we take attendance very seriously.

A register is taken daily and at the start of each lesson. Disciplinary action will be taken against any students who are discovered to be truanting or who are repeatedly late.

Parents or carers will be contacted to discuss possible reasons for attendance issues and any support systems that could help. More information can be found in the academy's **attendance policy**.

Uniform and appearance

Effective teaching and learning needs proper organisation, and this starts with a smart and tidy appearance which helps to instill discipline and pride in appearance in students, and reduces the risk of distraction in lessons.

The academy uniform should be worn by all students in year 7 through to year 10. Students who come in repeatedly without the correct academy uniform may be sent home to change.

The standard uniform is as follows:

<p>Boys essential uniform items: A silver grey blazer with an academy badge Black formal school trousers A white school shirt with collar An academy (house) tie A school grey V-necked academy pullover (optional) Black or grey socks Black leather shoes (smart business style – no casual shoes, boots or trainers) A black bag</p>	<p>Girls essential uniform items: A silver grey blazer with an academy badge A black skirt, knee length, in a style suitable for school or black formal school trousers or pinafore dress (only available through the academy shop) A white school shirt with collar An academy (house) tie A grey academy cardigan (optional) White or black socks or plain tights Black leather shoes with low heels (smart business style – no casual shoes, boots or trainers) A black bag</p>
<p>Boys PE Kit (Compulsory) Polo shirt with logo (navy) Sports socks Outdoor shorts (navy) Swimming shorts and towel Trainers (with non marking sole) (Optional) Reversible sports top</p>	<p>Girls PE Kit (Compulsory) Polo shirt with logo (navy) Fleece Shorts (navy) Swimming costume and towel Trainers (with non marking sole) (Optional) Track suit bottoms Sports socks</p>
<p>(Optional) A black outdoor coat (without coloured trims or logos)</p>	
<p>All items of clothing should be clearly marked with the student's name</p>	

At Ormiston Bolingbroke Academy we expect the highest standards at all times which reflect the highest expectations of dress and behavior in the adult workplace.

<p>Uniform expectations: Blazer on Shirt tucked in Top button done up Tie worn to cover top button and of an appropriate length Black leather shoes only</p>	<p>Jewellery: No jewellery(except one set of small stud earrings) No facial or body piercings No make up</p>
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Unacceptable behaviour

The following behaviour is regarded as completely unacceptable and will result in disciplinary actions and possibly exclusion from the academy on a fixed-term or permanent basis.

- Verbal abuse to staff and other students
- Physical abuse / attack on staff
- Physical abuse / attack on students
- Indecent behaviour
- Damage to property
- Misuse, possession or supplying illegal drugs or alcohol
- Misuse of other substances
- Theft
- Serious actual or threatened violence against another student or a member of staff

- Sexual abuse or assault
- Carrying an offensive weapon
- Arson
- Unacceptable behaviour which has previously been reported and for which academy sanctions and other interventions have not been successful in modifying the student's behavior

Drugs

The academy will not tolerate drug use of any sort on academy property or during off-site academy activities and will discipline any person found to be in possession of drugs, (this includes solvents and any other substance that can be misused or harmful). Students may be permanently excluded if they are found to be involved in drug-related incidents, (this includes supplying, possessing, or taking drugs).

Prescription drugs

Carrying, supplying or taking prescription drugs illegitimately could result in a permanent exclusion.

Non-prescription drugs

Some over-the-counter drugs can be harmful if misused. We advise that students should not carry these in academy. If they need medication this should be arranged through their Head of Year or Inclusion Manager.

Medication

We are aware that it may be necessary for some students to take medication during the academy day. Parents should make the academy aware of this in writing as soon as their child starts taking the medication. The academy may request medical evidence prior to administering any medication.

Alcohol

Consuming, carrying or supplying alcohol is strictly prohibited. Any student involved in any alcohol-related activity may be permanently excluded.

Bullying

Bullying may be defined as any deliberately hurtful behaviour, usually but not exclusively repeated over a period of time, which intentionally hurts another person or group physically or emotionally. It is often difficult for those being bullied to defend themselves, and it is often motivated by prejudice.

We want to make sure that all students feel safe at academy, and accepted into our academy community. Our ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of our behaviour policy and will not be tolerated, whether it is a one-off incident or an ongoing campaign.

Bullying can be verbal, cyber or physical and can be directed at both staff and students. The academy practices a preventative strategy to reduce the occurrences of bullying, and our **anti-bullying policy** is instilled in our curriculum and everything we do at the academy. It is made very clear to students what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in disciplinary action.

If an allegation of bullying is made, the academy will:

- Take it seriously and act as quickly as possible to establish the facts
- Record and report the incident; depending on how serious the case is, it may be reported to the principal
- Provide support and reassurance to the victim
- Make it clear to the 'bully' that this behaviour will not be tolerated – if there is a group of people involved, they will be spoken to individually and as a whole group
- Make sure that the 'bully' understands what they have done and the impact of their actions – it is important that children who have harmed another, either physically or emotionally, redress their actions
- Ensure that if a sanction is used, it will correlate to the seriousness of the incident and the 'bully' will be told why it is being used

- Consider a fixed term or permanent exclusions in cases of repeated / severe bullying
- Behaviour, including incidents of bullying, will be reported to governors through the Curriculum and Standards Committee

4. Disciplinary sanctions

If a student chooses not to follow the academy rules, then unfortunately there will be consequences. Sanctions may be adapted relating to the seriousness and frequency of the behaviour. The academy operates using the following disciplinary measures:

Sanctions:

- Verbal warning
- Written warning
- Final written warning
- Reseating within the classroom
- Buddied to another classroom
- Buddied to the key stage progress room
- Detention
- Isolation
- Fixed term exclusion
- Alternative provision
- Permanent exclusion

Sanctions Structure

Managing Behaviour Outside Lessons and in Tutor Time	Managing Behaviour in Lessons
<p>Tutors can:</p> <ul style="list-style-type: none"> • explore problems, discuss issues with individuals, small groups, tutor group • confiscate illegal items and pass them to the Head of Year or Key stage Progress Manager. • use removal strategies • complete report on SIMs • ask Head of Year or Key Stage Progress Manager to organise withdrawal of student to another tutor group for the duration of that tutor period • refer to Head of Year or Key Stage Progress Manager if a student does not respond to any of the above • use patrol / on call intervention 	<p>Teachers can:</p> <ul style="list-style-type: none"> • explore problems, discuss issues with individuals, small groups, tutor group • give warnings, set tasks /extra work • confiscate illegal items and pass them to the Head of Year or Key Stage Progress Manager. • use departmental removal strategies in class • inform Faculty Head of student's bad behaviour and action taken • monitor individual's behavior / attendance • complete report on SIMs • issue and supervise detentions at break/ lunchtime and / or put the student in the department detention • request departmental report to Faculty Head • ask Faculty Head to organise removal of student to another lesson for duration of that teaching period • refer to Faculty Head if a student does not respond to any of the above • use patrol / on call intervention
<p>Heads of Year / Key Stage Progress Managers can, additionally:</p> <ul style="list-style-type: none"> • place students on a stage report • place students in the Key Stage Progress Room • involve EWO • write to or telephone parents • withdraw a student from a lesson to investigate or prevent a serious problem which needs immediate attention 	<p>Faculty Head can, additionally:</p> <ul style="list-style-type: none"> • help teacher look at appropriateness of lesson content and classroom management strategies • place student on subject report • organise removal of student into their own or another lesson • organise and supervise a departmental detention for repeated misbehaviour • authorise teaching group changes

<ul style="list-style-type: none"> • refer to SLT if a student does not respond to any of the above • recommend student planning meetings to SLT • contact other agencies • refer a student to appropriate member of the SLT if they do not respond to the above • establish and oversee behaviour contracts/targets • place student on a pastoral support plan 	<ul style="list-style-type: none"> • refer to Heads of Year if a student does not respond to any of the above • write to or telephone parents (keep Heads of Year informed) • refer a student to the appropriate member of the SLT if they do not respond to the above
<p>SLT can, additionally:</p> <ul style="list-style-type: none"> • authorise case conferences or student planning meetings • contact other agencies • authorise official exclusions via Principal /Vice Principal 	<p>SLT can, additionally:</p> <ul style="list-style-type: none"> • authorise case conferences or student planning meetings • authorise official exclusions via Principal /Vice Principal
<p>The Principal can, additionally:</p> <ul style="list-style-type: none"> • exclude permanently 	<p>The Principal can, additionally:</p> <ul style="list-style-type: none"> • exclude permanently

Detentions:

Break and lunch time detentions:

- These are permitted but students will be given to opportunity to visit the washrooms and have their lunch in the canteen.

After school detentions:

- Up to 40 minutes on the same day without notice.
- 60 minute detentions with notice to parents / carers by phone, text or letter.
- SLT detention on Friday nights – letter home.
- Saturday detention 9am – 12noon – letter home

Searching and confiscation:

Staff members are authorised to use confiscation as a disciplinary sanction if it is lawful. This means that staff may confiscate or seize items in the possession of students that are illegal, or banned by the academy. It is our first priority to ensure that students are in a safe and secure environment when they are in our care, and any items that may jeopardise the safety of other students or themselves will be taken off students without notice.

A teacher or someone who has lawful control of the child can search a student **with their permission** to look for any item that the academy's rules say must not be brought into academy. Principals and Senior Teachers or members of staff authorised by them have the power to search a student **without the student's consent** if they suspect they are in possession of 'prohibited items'. Prohibited items that can be searched for without consent include:

- Knives or weapons
- Alcohol or drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Articles that have been or could be used to commit an offence or cause harm

Staff can seize an electronic device to examine any data or files on the device if they think there is good reason to do so. This data or any files may be erased before returning the item if they believe there is good reason to do this.

Any cigarettes confiscated in academy will be destroyed.

Following searching and confiscation of items the academy will speak to the parents concerned.

Use of force;

The academy does not encourage the use of force and it will be used very rarely in special circumstances. There is no definition of when it is reasonable to use force, and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum reasonably needed to achieve the desired result.

Academy staff can use such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following:

- Committing any offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student);
- Causing personal injury to, or damage to the property of, any student (including him or herself)
- Prejudicing the maintenance of good order and discipline at the academy or among any students receiving education at the academy, whether during a teaching session or otherwise.

All staff at the academy have the authority to use force when reasonable, and this extends to any other person whom the principal has given the responsibility to be in charge or in control of the students. Staff can also use this power when they are lawfully in charge of students but off the academy premises – i.e. on an academy trip.

Following serious incidents involving the use of force, the academy will speak to the parents concerned. It is up to the academy to decide whether it is an appropriate occasion to report the use of force to parents. Such serious incidents involving the use of force will be recorded by the academy.

Regulating student’s offsite conduct

Students who are caught or known to have been misbehaving on the way to or from the academy, or near the academy premises, will be disciplined by the academy. This also applies to students who break academy conduct during work experience, academy trips, or extended academy activities such as sports events, or any event where poor behaviour might jeopardise the chances of future students participating.

Rewards

The academy believes that it is important to encourage good conduct throughout the academy by celebrating and rewarding good behaviour. Ormiston Bolingbroke Academy consider it is important that praise and rewards should have a considerable emphasis within the academy and students will thus achieve recognition for a positive contribution to academy life. Such a contribution includes sound academic work and effort, good behavior and adherence to the rules of the academy.

<p>Informal rewards:</p> <ul style="list-style-type: none"> • General praise and encouragement which should be used as much as possible • The Principal may be invited to praise students • Breakfast with the Principal • Mention in assembly • Students work displayed • Reward trips / activities • Tutor awards in celebration assembly 	<p>Formal rewards:</p> <ul style="list-style-type: none"> • Letter / postcard home • Merits awarded for exceptional work, effort and behaviour • Vouchers awarded in assembly for attendance, punctuality and enrichments • PRIDE badges • 100% Attendance and punctuality badges • Attendance trophies awarded weekly to tutor groups • House Championships • House Champion
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Updated by Mrs Wallace
September 2015