



BEHAVIOUR POLICY

Date of Last Review - September 2020

Review Frequency – 1 Year

Review Date – September 2021

Person responsible for the Policy – P Feast

Ratified by Governors – September 2020

Behaviour Policy

Expectations

1.1 This policy sets out how The Albion Academy will promote good behaviour, self-discipline and respect, prevent bullying, ensure that pupils complete assigned work and regulate the conduct of pupils. In applying this policy, The Albion Academy will take into account its duties under the Equality Act 2010 regarding relevant characteristics protected by that act, notably disability. It will also take into account the needs of pupils with special educational needs. The Albion Academy will also have regard to its safeguarding policy where appropriate.

1.2 At The Albion Academy, learning is at the centre of everything we do. We believe that, in order to equip our pupils with the skill and experience required to fulfil their ambitions in the real world, we must ensure that we provide a learning environment at school where every person in the school community feels safe, secure and free to focus on their own learning. We believe that every single pupil has the ability to be exceptional – but to achieve this every pupil needs a safe, structured working environment where expectations are clear and every individual is held accountable for their actions. To ensure this is possible we have implemented a framework that sets clear expectations, promoting a culture where everyone is encouraged to take responsibility for their

2.1 **All staff** are responsible for implementing the academy policy consistently and fairly throughout the school by setting the standards required to promote positive behaviour.

2.2 **The Senior leadership** team of the academy are responsible for ensuring all staff adhere to the behaviour policy and implement effective systems for keeping records of all reported incidents, reporting to governors and parents when required.

2.3 **Pupils** are responsible for:

Punctuality and attendance

Pupils should:

- arrive on time to the Academy each day
- arrive at their lessons on time
- aim for 100% attendance and punctuality

Behaviour and conduct

Pupils should:

- ensure that all electronic devices such as mobile phones, tablets are out of sight and switched off and in their school bag at all times
- refrain from bringing items of high value into the academy (the academy does not accept responsibility for loss, damaged or stolen items)
- ensure that standards of uniform and appearance are excellent:

Pupils must wear appropriate outdoor shoes (no trainers or steel-capped footwear); no jewellery. Facial piercings, make-up or unorthodox hair styling or colours are not permitted – only natural hair colours are acceptable, and hair should not be shorter than a 'grade 1 setting' (no 'skin-fade' type hair-cuts). Beard or moustache length and styling must be short and conventional. Shaven hair/eye-brow lines are not permitted, and nails should be not be false or painted. Hair should be an acceptable length and for smartness should be tied back.

- not wear non-uniform items in and around school, including jumpers, hoodies or outdoor coats
- limit eating and drinking to the designated area and dispose of litter and food waste in the bins provided
- never engage in 'play fighting' or physical behaviour of any kind which could infringe the rights of others or risk physical injury
- use polite and appropriate language and communication when addressing members of the academy community and in public settings representing the academy community, taking account of all pupils' needs across the Academy
- follow reasonable instructions first time or as quickly as possible
- never engage in any behaviour which could be detrimental to any other individual's health or wellbeing (i.e. bullying).

Moving safely around the school site

Pupils should:

- walk quietly on the left, with pace and purpose ensuring they are not blocking the way of any other members of the academy community
- ensure they are in full uniform whilst moving around the site, arriving and departing from the academy
- be courteous to staff, other pupils, visitors, and all members of the public
- refrain from being drawn into large crowds where an incident may have occurred/be occurring, but instead ensure a member of staff is alerted immediately
- be quiet and receptive when lining up as a year group and being addressed by member of staff
- never behave in a manner or indulge in any behaviour which could be detrimental to their own or others' health/wellbeing.

Behaviour for Learning

Pupils should:

- enter the classroom in a calm, orderly manner, sitting in the seating plan devised by the teacher and immediately commencing the entry activity
- listen to the best of their ability when a staff member is addressing the class
- refrain from shouting or calling out
- be equipped: pupil planner, appropriate bag, PE kit, pens, pencils
- refrain from consuming any food or drink (apart from water) purchased from any external establishments in or around the academy site; this includes soft drinks, sweets and chewing gum
- ensure that toilet visits are taken during break or lunch unless the pupil has a medical condition, in which case a medical pass will be issued by the appropriate Head of Year (reasonable adjustment)
- take the necessary care and time to ensure that homework and classwork in books is presented appropriately – titles underlined, feedback in green pen, dates and handwriting clearly legible
- work to the very best of their ability in each lesson showing focus and diligence
- ensure that all homework tasks are attempted and completed to the best of their ability
- record all homework in planners and ensure it is completed to the best of their ability
- seek a teacher or other adult's help if any aspects of homework or classwork presents serious difficulty

Representing the Academy

Pupils are expected to demonstrate an appropriate standard of conduct on their journey to and from the academy and in any situation where they are ambassadors for the academy.

Pupils are expected to:

- arrive at and leave the academy in full uniform
- demonstrate politeness and courtesy at all times
- use public transport, cycle lanes/pedestrian zones sensibly and safely
- dispose of litter appropriately
- respect members of the public / wider community and ensure that public areas and property are treated respectfully.

2.4 Behaviour Expectations

There are some behaviours which fall outside the Academy's expectations and would be dealt with by senior members of staff at the academy. In such circumstances, an investigation will take place and all relevant parties will be informed at the earliest convenience. Subsequent sanctions will be decided upon by the relevant senior member of staff or the Principal. An indicative but non-exhaustive list of such actions which could lead to such an investigation would be:

- being verbally abusive to a member of staff

- bringing illegal substances or items into the academy
- bringing a weapon or tool which could be used to injure another person in the academy (including BB guns, etc.)
- the use of racist, sexist, homophobic or transphobic language
- persistent levels of defiance or aggressive behaviour
- persistent bullying
- a physical assault on another pupil or member of staff
- behaviour which may bring the reputation of the academy into disrepute
- sexual relationships of any kind
- intentionally setting off the academy's fire alarm
- gambling or any behaviour designed to extort possessions or funds from others
- knowingly bringing a trespasser onto the academy's site
- a significant breach of health and safety
- any behaviour which discriminates against the nine characteristics protected

Once the investigation is complete, the senior member of staff investigating the incident will liaise with the Principal and decide on an appropriate and proportionate sanction/s which could include:

- referral to the academy's isolation room
- Liaison with outside professional agencies to gain further support
- meeting with members of the Local Governing Body
- Fixed-term exclusion
- Permanent exclusion

All incidents of this nature will lead to a parent/carer reintegration meeting with a relevant member of staff, where additional support and intervention strategies can be discussed and agreed upon. The SENCO will be involved for all children with an EHCP and one of the SENCO team for all children on SEN Support.

Pupils will also be commended for acts of positive behaviour that are to be celebrated and recognised at the Academy. These behaviours can range from simple acts of kindness to hard work being demonstrated in and out of lessons over a period of time. Pupils are also encouraged to demonstrate positive behaviours beyond the Academy and support the local community through their actions and attitudes. Pupil rewards at the Academy are extensive and include ACE awards, postcards of excellence, end of term celebration assemblies and end of term / year reward trips and graduation events.

Prohibited Items / Searching Pupils

3.1 The following items are banned from the Academy's premises and school visits:

- any item that could be used with the intention of causing harm
- alcohol / drugs
- fireworks
- cigarettes or any smoking paraphernalia including e-cigarettes or shisha-type devices
- stink bombs / water bombs
- mobile phones or headphones (immediately confiscated if seen and returned to the student at the end of the week. Parents will be handed the phone on attending the academy to collect it if it is requested the same day)

- Electronic devices which can be heard or are visible
- bandanas, masks or anything which could be utilised to conceal identity
- hooded sweatshirts
- jewellery
- make-up
- nail varnish
- chewing gum
- any paraphernalia designed to promote racist or derogatory themes or ideals, including extremist propaganda or pornography of any kind.

Items such as the above (this is not an exhaustive list) will immediately be confiscated by a member of staff and lead to an appropriate sanction dependent on the level of severity. Parents/carers will also be informed to ensure effective lines of communication are maintained.

The law relating to searches

3.2 The Albion Academy has the statutory power to undertake a search of a pupil or their possessions (without their consent) if there are reasonable grounds to believe that the pupil may be carrying a dangerous or banned substance or object e.g. a weapon or illegal drug, or any other item on the prohibited items list above which might pose a serious risk to the safety of that pupil and/or others. The specific items which can be searched for without consent are specified on page 11 of the DFE's **Behaviour and Discipline in Schools Guidance**, with more detailed information provided in **Screening, Searching and Confiscation – advice for Headteachers, staff and governing bodies**.

Only the Principal or a member of academy staff officially authorised by the Principal, can undertake the search of a pupil, and there must be a witness (also a staff member). The person carrying out the search should be the same sex as the pupil being searched, as, ideally should be the witness. There is a limited exception to this rule (where a search can be carried out on a pupil of the opposite sex and/or without a witness) only where the Principal or designated member of staff reasonably believes there is a risk that serious harm will be caused to the person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Any searches of a pupil's own person or of their possessions will be carried out with due consideration for the pupil's personal dignity, health and safety, the Academy's Safeguarding policy, United Learning staff-pupil relations guidance, and the Academy's own Equal Opportunities policy. Any such searches must always be viewed as a last resort, when other methods of investigation and communication have failed and only if absolutely necessary, such as in extreme situations where leaving a pupil with such a suspected item could pose risks to others (or to that pupil). It is hoped that in the great majority of instances, there will be no need for a search to be carried out. Any staff authorised to carry out searches must have had sufficient training to enable them to carry out their responsibilities.

There may be rare instances where a child with a specific SEND diagnosis requires a different approach. For example, the Academy may refrain from searching, unless in an emergency, if a child is tactile defensive or has a sensory sensitivity, which means that, a search may significantly escalate a situation. In such circumstance, the Academy would deal with the situation in a different way, bespoke to the needs of the child to ensure all students remained safe.

Searches without Consent

3.3 Members of staff at the Academy can use such force as is reasonable given the circumstances when conducting a search 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. Such force **cannot** be used to search for items that are not on the list above. However physical resistance by a pupil to a search for those latter items can itself be subject to behavioural sanctions.

Before a member of staff carries out a search without consent, the member of staff must reasonably suspect that the pupil has the prohibited item in his/her possession. Only staff members authorised by the Principal may carry out searches without consent.

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - i) to commit an offence,
 - ii) to cause personal injury to, or damage to the property of, any person (including the pupil).

Where an item prohibited in the behaviour policy is seized as the result of a search and it is an electronic device such as a mobile phone, the member of staff who seized the item may inspect the data on it, if he/she thinks that there is a good reason to do so. For this purpose, the member of staff has a good reason if he/she reasonably suspects that the data or file on the device in question has been or could be used to cause harm, to disrupt teaching or break the academy rules. The Academy also reserves the right to inspect data on any electronic device that is confiscated by a member of staff. The Academy is entitled to retain the device if it contains material that has been or could be used to cause harm to disrupt teaching or break the academy rules. Academy staff can seize any prohibited item found as a result of a search and can also seize any item, however found, which they consider harmful or detrimental to academy discipline. When deciding what to do with a prohibited item, the Academy will act in line with statutory guidance issued by the Department for Education.

Searches with consent

3.4 The Academy may search pupils with their consent for any item. A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that **serious harm** will be caused to a person if the search is not conducted immediately and where it is **not reasonably practicable** to summon another member of staff.

Extent of search

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves. 'Possessions' means any goods over which the pupil

has or appears to have control – this includes bags and desks. Any formal complaints about searches should be made in accordance with the Academy’s latest complaints policy.

Confiscation of articles

3.5 Academy staff have the power to confiscate property from pupils under their general right to discipline contained in s91 of the Education and Inspections Act 2006.

Disposal or retention of articles confiscated from pupils

3.6 The Academy will follow the Department for Education guidance ‘Screening Searching and Confiscation –advice for headteachers, staff and governing bodies’ (<https://www.gov.uk/government/publications/searching-screening-and-confiscation>) in deciding what to do with confiscated items.

Drugs

3.7 The Academy operates a **zero-tolerance policy** on drugs for the health and safety of all staff, pupils and visitors. The Academy’s policy on drugs applies to all academy and academy-related activities whether on or off site. This includes the journey to and from the academy. The word ‘drugs’ used in this policy does not just mean illegal drugs. It extends to alcohol, tobacco products, volatile substances and legal highs. Over the counter and prescription medicines are dealt with in the medical treatment section of this policy.

The Academy will take into account guidance issued by the Department for Education. The Academy will monitor and deal with any drugs issues promptly and be proactive in trying to prevent any future drugs incidents. Pupils will receive drugs education as part of the SMSC programme and the academy will also involve outside agencies such as drugs education charities. Any incidents will be reported to the governors and United Learning Regional Director for their consideration.

Any pupil found to be involved in a drugs-related incident will be disciplined in accordance with the academy’s behaviour policy. The sanction is likely to include permanent or fixed term exclusion from the Academy. Dealing illegal drugs will, except in exceptional circumstances, lead to permanent exclusion. Using illegal drugs will, except in exceptional circumstances, lead to exclusion which may be permanent. This distinction between dealing and using is particularly important (using is for that pupil’s use only found with the illegal drugs, dealing is classed as the intention to supply others with illegal drugs both for profit and non-profit purposes). Sometimes, it will also be necessary to involve the police. The Academy will discuss this and take advice as necessary.

Confiscation of drugs

3.8 Any drugs found will be confiscated by staff who will dispose of them in accordance with guidance issued by the Department for Education. Similarly, any drugs-related paraphernalia such as needles will be disposed of in a prudent manner. The Academy may carry out searches for drugs in accordance with this policy. Usually the Academy will inform parents/carers when their child has been found to be involved with drugs, but where there are potential safeguarding issues the academy must act in the best interests of the child which may mean a decision not to inform parents/carers. Such a decision will be taken very seriously and usually with the benefit of legal advice.

Sanctions

4.1 Detentions

Detentions are set for a number of reasons which may include:

- lateness to the academy (pupils arriving later than 8.40am will be marked as late and attend a 20 minute detention on the same evening)
- failure to submit homework to the required standard/on the required date

A Senior Leadership Team (SLT) detention lasting 60 minutes can be assigned for pupils. The SLT detention can be set for:

- missing a main school detention

When setting detentions staff at the Academy will consider: the welfare of the child, access to food, drink and toilet facilities during any detention, whether the child has caring responsibilities, whether parents/carers should be informed of the detention and any travel arrangements. The permitted times for detentions at the Academy are: any school day when the pupil does not have permission to be absent weekends but not those at the beginning and end of half term holidays teacher training days.

The Academy will make **reasonable adjustments** for the thresholds outlined above for accumulating behaviour referrals as we recognise pupils' needs are very different and may be due to an underlying or diagnosed special educational need / disability relating to learning, communication, interaction or social, emotional and health needs. In these cases, the Academy's SENCO and inclusion team will be involved throughout in trying to ensure the pupil's needs are being met whilst still adhering to the high standards the school sets. This process of reasonable adjustment is 'fluid' and will be ever-changing depending on the level of pupil need and in collaboration with all relevant stakeholders.

The Albion Behaviour Model

4.2 At The Albion Academy we recognise the importance of providing a learning environment which is both engaging and conducive to learning. It is our firm belief that all pupils deserve disruption-free learning in their classes, to ensure that all subject content can be delivered in the most effective methods by our teaching staff and that pupils are encouraged to have ambitious academic aspirations of themselves.

A member of staff will issue pupils who fail to meet clear, consistent and reasonable classroom expectations a formal warning. The warning will be brief and specific – simply outlining that the pupil has been issued a warning and what it is for. If the pupil fails to meet the behavioural expectations in class for a second time, they are asked to report to the isolation room for a period of one school day. Failure or refusal to go to the isolation room when sent by a member of staff may result in a one-day fixed-term exclusion, with a possible day spent in isolation completed upon their re-admittance to the academy.

The member of staff who sent the pupil to the isolation room will meet with the pupil for a restorative conversation (may need to include an additional adult in the mediation depending on need) where they will outline what about the pupil's behaviour was disruptive

and what would be an appropriate action/response in the future. The staff member will then reset the expectations for their next lesson.

There are a number of things that happen once a pupil has been referred to the isolation room. Below is a brief synopsis.

The pupil arrives at the isolation room:

1. The pupil signs in with the member of staff in the isolation room.
2. The pupil is asked to sit and complete a reflection sheet.
3. Once the reflection sheet is completed the pupil is given timetabled work to complete in English, Mathematics and Science.
4. At the end of the day the pupil is expected to engage in a restorative conversation with the referring teacher.
5. All behaviour isolations will finish at 3.45pm

During the period a pupil is in isolation they are expected to complete work silently and not engage in any behaviour which is defiant or disruptive.

Parents/carers will be contacted by text message from the member of staff supervising in the isolation room. This is to inform them that their child has been referred:

- The teacher will complete a restorative conversation with the pupil who they sent to the isolation room.
- The teacher will contact home to explain/discuss the incident.

In any whole-school based behaviour system it is important for all stakeholders to recognise the importance of making **reasonable adjustments** for pupils who may be unable to comply with the rules and expectations set out above for very legitimate reasons. At The Albion Academy we view behaviour as a communication of an emotional need, whether conscious or unconscious. Because of this, the academy would seek to make reasonable adjustments for pupils who have a clear, diagnosed and underlying special educational need/disability as well as pupils who have identified additional needs, such as an attachment need, which require SEND/pastoral support, which makes reaching the expected standard of behaviour consistently challenging.

For those identified pupils a behaviour regulation policy is used with a number of strategies that may be employed to try and ensure ongoing success at the academy (the list below is not exhaustive, but an indication of the reasonable adjustments the academy is able to implement):

- An email can be issued by the relevant member of staff (form tutor, HOY, SENDCO, Attachment Lead, Vice Principal) which will allow the non-teaching Pastoral Staff an opportunity to escort the pupil from the lesson and to a safe base at the school, preventing the need to attend the isolation room.
- The relevant member of staff will practice emotional coaching in order to attempt to re-regulate the students.
- When a referral to the isolation room is made, the named pupil would report straight to their safe base (the safe base may be a person or a location within school) and complete work under the care and guidance of inclusion trained staff. Parents and carers would then be informed by the staff in the inclusion team.

- Inclusion trained staff will practice the three R's – Regulate, Relate, Reason.
- A decision as to when the pupil would return to mainstream lessons after a period in inclusion would be made by the relevant member of staff. All relevant stakeholders would be involved in this decision (parent/carer, inclusion staff, form tutor, Head of Year, Attachment Lead and senior member of staff).
- On a needs basis, and at the discretion of inclusion-trained staff, small group support would be available to these pupils who access the inclusion/safe base to ensure their needs are best met whilst not in mainstream lessons.
- A medical pass may be issued to ensure access is quickly gained when needed and leaving the classroom is done in a sensible and discreet manner.
- Temporary removal from the classroom by a member of staff to allow movement/rest break/re-regulation. This would be facilitated by a member of the Inclusion team or member of the Pastoral non-teaching support staff team.
- Inclusion staff may spend time with students in lessons in order to support them with self-regulation.
- Inclusion trained staff will support students with any restorative conversations that take place after an incident.
- At the academy, we acknowledge that not all behaviours are a matter of 'choice'. We therefore try to avoid language such as 'good choice/bad choice'.

Pupils who accumulate 3 fixed-term exclusions or 5 referrals to the isolation room in one academy term will be considered for a Behavioural Support Programme alongside other relevant and available support, this will include:

- a meeting with HOY/Assistant Principal to review behaviour and attitude across academic subjects.
- a meeting with Inclusion team to ascertain possible impact of a Behavioural Support Programme – this would involve a 3-week period working on key aspects of behaviour in target-driven workshops.
- a review of the Behavioural Support Programme after 3 weeks to ascertain impact.
- referral to the academy's outreach and pastoral support service where help and support can be sought. This is particularly important for pupils who may require reasonable adjustments to be made to their provision.
- Inclusion team undertaking any relevant testing that may indicate an undiagnosed need which would lead to reasonable adjustments and additional support being offered by the academy.

Bullying

4.3 Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It may involve an imbalance of power between the perpetrator and the victim. Bullying will not be tolerated at the Academy. Pupils who feel they are being bullied either in or outside the Academy can report it to any member of staff. This also applies to parents/carers who are encouraged to

report any incidents of bullying to the Academy where a thorough investigation will take place. Any pupil seen to be the perpetrator of bullying (as defined by the definition above) will be sanctioned according to the behaviour and anti-bullying policy at the Academy.

Social Media

4.4 This applies to all forms of social media and the use of social media for both academy purposes and personal use that may affect the academy, pupils or staff in any way. All staff are aware of the dangers of social media and pupils; parents/carers can report any concerns they have to any member of staff who will pass it onto a Head of Year or senior member of staff at the Academy.

Instances of prohibited use are listed below (this is not an exhaustive list) and will lead to appropriate pupil sanctions:

- damage to the academy or its reputation even indirectly
- use that may defame academy staff or any third party
- use that may harass, bully or unlawfully discriminate against staff, other pupils or third parties
- false or misleading statements
- use that impersonates staff, other pupils or third parties
- expressing opinions on the academy's behalf
- using academy logos or trademarks.

In line with government guidance relating to the Prevent Duty, children must be kept safe from terrorist and extremist material and suitable filtering within the Academy is in place. The Academy has a responsible use of social media policy and any breach of that policy on the use of social media will result in disciplinary sanctions.

Use of reasonable force

4.5 The Academy will follow the Department of Education advice 'Use of Reasonable Force – advice for school leaders, staff and governing bodies' (<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>). Members of staff at the Academy have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, to prevent damage to property and to maintain discipline. The use of reasonable force will only be used when absolutely necessary and as a last resort.

Where the use of force has been used more than once with a particular child it starts to become a foreseeable risk and therefore requires planning to reduce the chances of it being used again. Where restrictive physical intervention has been used more than once with a particular child, the Academy will write a positive handling plan (an annex to the Behaviour Plan) and share this with the parents.

Rewards

5.1 At the heart of any successful behavioural policy there has to be a system that recognises, reinforces and rewards positive behaviour and achievement. At The Albion we have a very clear 'ACE' rewards system run through our Arbor management information system. Pupils can be awarded achievement points for a number of different reasons:

- excellent classwork
- homework of a consistently high standard
- high attainment
- positive progress
- excellent attitude to learning
- services to the school community
- services to the wider community
- random and planned acts of kindness to another individual
- politeness, courtesy and good manners
- a positive role model for others
- continuous improvement across all aspects of the school.

Each of these rewards carries one ACE point. All Academy staff can award these to any pupil throughout the course of the academy day. Accumulation of ACE Awards will result in pupils being rewarded certificates, badges, letters home, special lunches/rewards trips and nominal prizes each term. We are committed to rewarding at all levels as a means of celebrating achievement across the entire community. All reward systems will be kept under review to ensure that no group of pupils is significantly under-represented or disadvantaged by the reward criteria.

Postcards of Excellence

5.2 Postcards of excellence are a way of recognising the achievement of a pupil, which goes beyond that of most pupils. They are awarded to pupils for:

- significant achievements both inside and outside the academy
- an outstanding piece of classwork, project work or homework
- significant contribution or effort within a subject or over a sustained period of time

Staff are encouraged to award at least 3 postcards a week to recognise student success.

Exclusions

6.1 At the Albion we believe that learning is the most important reason for being at school and that every child deserves disruption-free learning. In order to support this ethos, it may be necessary to consider exclusion when all other strategies have been exhausted, as a consequence of behaviour which may threaten these core principles.

For further details regarding Exclusions please see the Exclusion Policy.

End of Policy