



# **Behaviour Policy**

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V2	March 2020	Mark Hassack	Fixed term exclusion revised to fixed period exclusion Guidance document - Confiscated Items Guidance document - Part Time Timetable Protocol
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## Outwood Grange Academies Trust Behaviour Policy

Be safe, be respectful, be responsible.

### Introduction

The overarching aim of our behaviour policy is to promote positive behaviour, to ensure our students grow into safe, respectful and responsible citizens and to allow them to learn in a calm environment.

We want all of our students, during their time with us, to reach the **top of the pyramid**, meaning that they leave us as good citizens, and this is the rationale for our approach. We want our students to do this not only because they have to, but because they want to, and are mature enough to know how to do the right thing.

The pyramid below shows the reasons why students might behave well. We want all of our students to aim for the top of the pyramid.

I behave well because:



## **Expectations for all students**

We expect students to:

1. Be safe
2. Be respectful
3. Be responsible

We **work** with students to ensure that they understand why it is important to be safe, be respectful and be responsible.

We **teach** students how to be safe, respectful and responsible members of the community because this enables them to learn better and also prepares them for life once they leave our academies.

***We will make reasonable adjustments for students who find it difficult to meet our expectations. If a student chooses to behave in a manner which is not safe, respectful or responsible then there are consequences and support in place to help these students to modify their behaviour.***

***Where patterns of misbehaviour are presented, the school will endeavour to discern if there are any factors impacting on the student's decision making, and take a judgement about suitable consequences or support.***

Our aim is to ensure that students are safe, respectful and responsible **because it is who they are**. In Outwood Academies, this is about being at the **top of the pyramid**.

### **1. Being safe**

What this means in our academies, why it is important and how we teach our students to be safe

Students should always act in a way that keeps themselves and others safe, at school, in the community and online. This includes children and adults in the academy. It also extends to visitors and members of the public.



We expect students to follow the Outwood Safety CHOICES (Concerns should be reported to an adult immediately, Help others when they need it, Offer support to others, Instructions from adults should be followed immediately, at all times, Careful and sensible movement around the building, Ensure that you always keep yourself and others free from danger, Stay in permitted areas only).

We teach our students to be safe through a programme of activities in the Life curriculum and Vertical Mentoring Group (VMG) curriculum. This is also reinforced as part of our 'Academy Conduct Expectations' (ACE) programme each year. Our 'E-Culture' (Effort Culture) programmes are also used where needed to teach and support students to be safe.

### What happens if a student does not behave in a safe manner

Where a student behaves in a manner which puts themselves or others at risk, an appropriate sanction will be given, at the academy's discretion, in line with the 'Overview of Our Sanctions System' below.

## **2. Being respectful**

### What this means in our academies, why it is important and how we teach our students to be respectful

Students should always act respectfully and be kind to everyone. This means treating everyone, of any rank or stature, as important because they are human beings who deserve to be treated with dignity. It also extends to visitors and members of the public. We expect our students to work hard and be nice to people – their peers and adults. Our students should be polite and courteous to each other and to adults at all times. This is about developing good manners that they can carry with them throughout their lives.

### ***Listening and behaving well in lessons***



In lessons, teachers need to get students' attention to give instructions and to teach effectively. Therefore, in our academies, teachers may raise their hand as a signal to students to do the same (it also indicates that students should stop what they are doing, be silent and wait for instruction). We may also ask students to STAR (Sit up and listen carefully, Track the teacher, Ask and answer questions, Respect others). Teachers will make it clear when this is expected by using

'321 and STARS' in lessons when students' attention is needed.

***All academies will use 'hands up' for getting student attention in social spaces and when needed outside of lessons.***

## Communicating with others

### Be phenomenal and remember...



Students will always use STEPS when communicating (S<sub>ir</sub> or M<sub>iss</sub>, T<sub>hank</sub> you, E<sub>x</sub>cuse me, P<sub>lease</sub>, S<sub>mile</sub>).

We teach our students to be respectful through a programme of activities in the Life and VMG curriculum. This is also reinforced as part of our '**ACE**' programme each year. Our 'E-Culture' (Effort Culture) programmes are also used where needed to teach and support students to be respectful.

### What happens if a student does not behave in a respectful manner

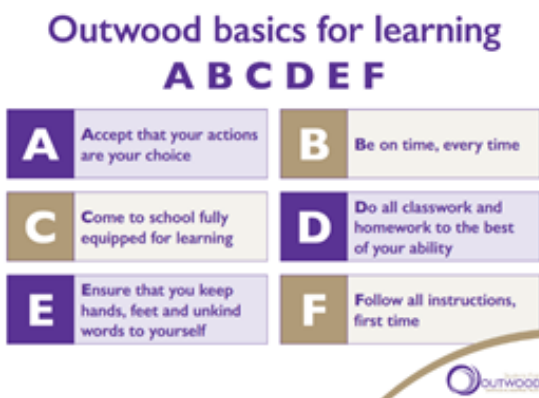
Where a student behaves in a manner that is disrespectful to another student or an adult, an appropriate sanction will be given, in line with the 'Overview of Our Sanctions System' below.

## **3. Being responsible**

### What this means in our academies, why it is important and how we teach students to be responsible.

Students should always act responsibly. We expect our students to work hard and take responsibility for their own behaviour, actions and learning. This includes behaving well at all times, taking responsibility for looking after the academy's resources, using the building and facilities well and working hard to complete all work set.

### ***Responsibility for learning and actions***



Our students follow the Outwood basics for learning ABCDEF (A<sub>ccept</sub> that your actions are your choice, B<sub>e</sub> on time, every time, C<sub>ome</sub> to school fully equipped for learning, D<sub>o</sub> all classwork and homework to the best of your ability, E<sub>n</sub>sure that you keep hands, feet and unkind words to yourself, F<sub>ollow</sub> all instructions, first time)

We teach our students to be responsible through a programme of activities in the Life curriculum and VMG curriculum. This is also reinforced as part of our 'ACE' programme each year. Our 'E-Culture' (Effort Culture) programmes are also used where needed to teach and support students to be responsible.

### What happens if a student does not behave responsibly

Where a student does not act responsibly or does not accept responsibility for their actions, an appropriate sanction will be given, in line with the 'Overview of Our Sanctions System' below.

## Rewards and Sanctions

We want to help students to make the right choices. In order to do this, it is important to help students understand that actions have consequences, and as part of this system we operate a robust sanction and reward system. This is part of how we manage behaviour rather than the entirety of our processes, which include how we live our values, and constantly teach one another by our actions and our words.

Our sanction systems are there to act as mild deterrents to misbehaviour, and as part of how we define and uphold our culture of safety, respect and responsibility. They work best when they are consistent, fair and proportionate. Our rewards are targeted, sincere, and also promote our values.

## Overview of our praise systems

We have many ways in which we reward and encourage students to do the right thing. Examples include:

- **Outwood Honours Programme** – this values the learning, attitude and engagement of our students during their time at the academy and their personal endeavour outside of school. Through the Outwood Honours programme, students' effort, engagement and endeavour is acknowledged through recognition and honours awards.
- **Praising Stars** – all students receive a Praising Stars report every half term which includes recognition of effort. This is sent home to parents/carers. Students whose effort is particularly high are invited to celebrate at an event hosted by the principal of the academy.
- **Graduation** – students whose effort is as good as we expect throughout years 7 and 8 take part in a graduation ceremony in recognition of their positivity and focus. Parents/carers and students are invited to celebrate this with graduates.
- **Outward bound experience** – for students who graduate, the academy will reward them further with an outward bound experience.
- **Prom** – students reaching the end of year 11 whose effort has met our expectations will be invited to attend the school prom.
- **Attendance awards** – for students with high or improved attendance.
- **Pledges** - our Pledges initiative ensures that students understand the value of extra-curricular involvement within and outside of the Academy. Through meeting the ten Pledges, that range from attending enrichment activities to organising fundraising events, students gain confidence and valuable life experiences that will help to prepare them for life beyond their Academy.

Each academy could/will also have additional bespoke praise/rewards that are used to reward students. It will be up to each academy to devise appropriate rewards that have the most impact.

## Overview of our Sanctions Systems

A sanction may be issued by a member of staff where a student does not act safely, respectfully or responsibly or does not accept responsibility for their actions. When determining the sanction to be issued, the member of staff will consider the student's circumstances (including their age and any SEND) alongside the circumstances of the case.

The sanction issued will be appropriate to the seriousness of the incident taking those factors into account. Sanctions will generally be part of a graduated response to incidents of inappropriate behaviour, although there may be occasions where the serious nature of an incident requires a greater sanction to be issued. The sanctions we use in our academies include:

<u>Prior to formal consequences</u>	<u>Consequences system</u>	<u>Systems above Consequences system</u>
<ul style="list-style-type: none"> <li>● Discussion with student</li> <li>● Extra work or repeating unsatisfactory work until it meets the required standard</li> <li>● Loss of privileges</li> <li>● Spending break or lunch time in a different location to other students</li> <li>● Break time detention</li> <li>● Lunch time detention</li> <li>● Report cards</li> <li>● Same day detentions</li> <li>● Sent to another classroom for remainder of the lesson</li> </ul>	<ul style="list-style-type: none"> <li>● C4a – 30-minute detention</li> <li>● C4b – 1-hour detention</li> <li>● C4c – 2-hour detention (which may include study support or our E-Culture programmes)</li> <li>● Sent to Reflection Room for the remainder of the lesson</li> <li>● C5a – time in the Reflection Room, eg an afternoon</li> <li>● C5b – full day in the Reflection Room</li> <li>● C6 - (temporary suspension* (fixed period exclusion) or internal exclusion) for serious violation of our expectations of students to be safe, respectful or responsible in the Reflection Room</li> </ul>	<ul style="list-style-type: none"> <li>● Temporary Suspension* (Fixed period Exclusion) – issued by the Principal for breaches of the behaviour policy (which sets out our expectations of students to be safe, respectful or responsible) in a situation where lesser sanctions may not be appropriate</li> <li>● Permanent Exclusion – issued by the Principal for a serious breach or persistent breaches of the behaviour policy and where allowing the student to remain in school would seriously harm the education/welfare of the student or other members of the school community</li> </ul> <p><i>*The length of exclusions may be from 0.5 to 45 days. In all but the most extreme cases, it is likely that the length will be 0.5-5 days</i></p>

It is expected that if a student is issued with a sanction, they complete it. This is about students being responsible for their own behaviour, actions and learning. If a student fails to complete a sanction then further support and/or sanctions will be issued at the discretion of the principal.

If a student is referred to the Reflection Room 15 times in one term then, despite any other strategies already in place, they will be referred to a behaviour panel, led by the principal or delegated senior person for further discussion. In this meeting a review of the student's behaviour, the interventions used to date and their success will be discussed and a plan put in place to identify further strategies to support the student.



### **Behaviour outside of the academy gates**

Where behaviour occurs which is not safe, respectful or responsible when a student is outside of the Academy, an appropriate sanction will be given, in line with the 'Overview of Our Sanctions System'. This is particularly in relation to violent conduct e.g. a physical assault or bullying incidents. Students are encouraged to wear their Academy uniform correctly when travelling to and from the Academy and must not be involved in behaviour that could adversely affect the reputation of the Academy.

The expectations of students behaving safely, respectfully and responsibly apply to academy trips and visits and the same sanctions will be used if necessary.

### **Reintegration Meetings**

Parents/carers will be expected to attend a reintegration meeting following a temporary suspension (fixed period exclusion). The purpose will be to discuss the exclusion and a way forward for the student with the aim of modifying their behaviour so they are safe, respectful and responsible and move towards the top of the pyramid.

### **Reporting to Parents**

Consequences sanctions (C4/C5/C6) and temporary suspensions (fixed period exclusions) will also be reported on Praising Stars reports issued to parents every half term.

### **Permanent Exclusion**

A permanent exclusion can be issued by the principal for extreme violation of our expectations of students to be safe, respectful or responsible.

Whilst this list is not exhaustive, the following are examples of behaviour which can result in permanent exclusion:

- a. serious actual or threatened physical assault against another student or a member of staff;
- b. sexual harassment, sexual abuse (including online) or sexual violence;
- c. supplying an illegal drug;
- d. possession of an illegal drug with intent to supply;
- e. carrying an offensive weapon (items judged by the principal to be carried with the potential to inflict injury on another individual);
- f. making a malicious serious false allegation against a member of staff;
- g. potentially placing students, staff and members of the public in significant danger or at risk of significant harm;
- h. persistent disruption and defiance including bullying (which could include racist or homophobic bullying) or repeated possession and/or use of an illegal drug or drug paraphernalia on school premises;
- i. deliberate activation of the fire alarm without good intent;
- j. repeated or serious misuse of the Academy computers by hacking or other activities that compromise the integrity of the computer network;

- k. repeated verbal abuse of staff;
- l. any other offence not listed but is, in the opinion of the principal, so serious that it warrants a permanent exclusion.

### **Discretion**

**No behaviour policy can cover all eventualities. The principal reserves the right to use their discretion, in line with this policy, to help Outwood students make better choices and learn the right lessons in order to move towards the top of the pyramid.**

### **Supporting our students to get to the top of the pyramid.**

If students find it difficult to meet our high expectations of being safe, respectful or responsible, we will support them through appropriate reasonable adjustments and interventions to help them to move towards the top of the pyramid.

Consideration will be given as to whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the academy will consider whether a multi-agency assessment is necessary.

### ***Reasonable Adjustments***

Where appropriate, we will make reasonable adjustments for students, including those with special educational needs and/or disabilities, whose specific needs mean that they find our high expectations difficult to meet. A reasonable adjustment never means that we lower our expectations. It means that some students need additional support to ensure that they meet the high expectations that we have for all of our students.

### ***Interventions***

We will support students to be safe, respectful and responsible in order to move towards the top of the pyramid by offering support, training, advice, and other interventions to help them.

### ***Part-time timetables***

The Principal, in limited circumstances, may make use of a part time timetable to support a student where necessary. This will be for a limited time and will be agreed with parents.

### ***Additional Provision***

This may include the following:

The Bridge - This provision, within the academy, offers opportunities for vulnerable students at any point in their education to receive support and interventions relating to social, emotional and mental health. This is a bespoke provision which also ensures that students do not fall behind academically.

The Personalised Learning Centre (PLC) - This provision, within the academy, offers opportunities for students with more challenging behaviours to be supported to modify

behaviours that are preventing them from reaching the top of the pyramid. This is a bespoke provision, which also ensures that students do not fall behind academically.

Outwood Behaviour Intervention Provision - This provision, located in a separate academy building (and in some cases, in another Outwood Academy), is for students with more challenging behaviours which result in serious violation of our expectations of students to be safe, respectful or responsible. This provision offers opportunities for these students to receive intensive support and interventions with the aim of them returning to mainstream lessons as soon as they are ready. This is a bespoke provision which also ensures that students do not fall behind academically.

Alternative Provision - Where an assessment is made which determines that a student may require more specialist provision, a referral will be made to appropriate providers, including Outwood Alternative Provision Eston for the northern region academies.

Other - Each individual academy may use other additional provision, depending on the resources available, to support a student's ability to reach the top of the pyramid. This includes, but isn't limited to, small group work, additional adult support, support of external agencies and programmes etc.

### **Complaints regarding the use of this policy**

Complaints regarding any issue relating to this policy should be made in accordance with our Complaints Procedure. Copies are available on the Academy's website or from the academy reception.

Where an exclusion is issued to a student, parents have the right to make representations about the exclusion in line with the legal framework relating to exclusions and will be detailed in all exclusion letters; suspension (fixed period) and permanent.

### **Due regard for legal frameworks and guidance**

The Outwood Grange Academies Trust (OGAT) Behaviour Policy complies with all relevant DfE statutory guidance.

### **Due regard for the Public Sector Equality Duty and the Equality Act 2010**

We will always operate in accordance with the Public Sector Equality Duty and the Equality Act 2010.

In our academies, leaders will endeavour to thoroughly analyse groups of students with protected characteristics and the use of sanctions (detentions, time in the Reflection Room and exclusions) and take action to eliminate any disadvantage and ensure equality of opportunity.

Analysis and impact of the use of this policy will be reported to the academy council and the trust board.

### **Glossary of terms**

**Pyramid** - This is the graphic we use to show students' journey towards behaving well because it is who they are (this is the top of the pyramid). It is a tool and point of reference

for adults and children to use to enable conversations to be focused on improving behaviour and conduct.

**Reflection Room** - The Reflection Room provides a closely monitored environment in which pupils work and learn outside of mainstream classes. Students will be subject to the same expectations as if they were in a mainstream class. Students will work on an individual basis and will be provided with work by their teachers or by staff supervising the Reflection Room. The students sit at individual desks with dividers to ensure they can reflect on their behaviour and work without distraction. Staff provide support to help pupils complete their lesson, their half-day session or their full-day session in the Reflection Room.

**Academy Conduct Expectations (ACE)** - This is a programme we use with students to teach them how to conduct themselves in the academy. This includes how to behave in lessons, how to move around the academy, how to behave during social times and transition times. It covers our general expectations of students at our academies. ACE programmes can take place throughout the academic year with any or all year groups at the discretion of the Principal.

**E-Culture (Effort Culture)** - This is a range of programmes we use with students to help them focus their efforts on learning and/or behaving well in the academy. This includes how to learn effectively in lessons, how to establish routines for effective learning. It also includes strategies for handling information, self-organisation and organising themselves.

**VMG** - Vertical Mentor Group. This is a class of students, usually a number from each year group, who meet every day between periods 2 and 3. This enables younger students to learn from - and be mentored by - older students. This is sometimes called form time or tutor time.

**Life** - This is a timetabled lesson for students to learn about issues around personal, social, health, citizenship, religion and economic education.

**Multi-agency meeting** - This is a meeting where various professionals are invited. This may include social services, representatives of the local authority, the police, health professionals, CAMHS or other education establishments.