



The Kings of Wessex Academy

— Getting the best out of everyone —

Behaviour Policy

An Outstanding Church of England Academy

Station Road, Cheddar, Somerset BS27 3AQ Telephone: 01934 742608 Fax: 01934 742757
Email: office@kovessex.co.uk www.kovessex.co.uk

Wessex Learning Trust. Registered in England. Company Number 7348580.

The Kings of Wessex Academy

Behaviour Policy

1.0 INTRODUCTION

All students are entitled to every possible opportunity to learn during their time at the Academy. It is the right of every student to learn without hindrance from other students, and the responsibility of every student to co-operate with staff and fellow students to ensure the best conditions for learning exist. The Academy will strive to maintain an atmosphere in which all staff and students can work to the best of their ability.

2.0 AIMS

2.1 To provide a well disciplined working environment in which students can learn.

2.2 To achieve the highest possible standards of behaviour in the Academy.

2.3 To promote self-discipline and respect for others among the students.

3.0 OBJECTIVES

3.1 To establish clear systems and procedures for dealing with student behaviour.

3.2 To make clear to staff the lines of referral and responsibilities in relation to student behaviour.

3.3 To enable all staff to consistently and fairly apply the Academy's disciplinary procedures.

3.4 To enable all staff to consistently reward students for their good behaviour or work.

3.5 To make clear to students the high expectations of their behaviour and the difference between 'right' and 'wrong'.

4.0 RESPONSIBILITIES

4.1 The behaviour of students at the Academy is the responsibility of everyone; all staff should challenge students who they see contravening Academy rules. Students also have a responsibility to alert staff to inappropriate behaviour.

4.2 The behaviour of students in class is first and foremost the responsibility of the classroom teacher. Persistent poor behaviour should be referred to the Subject Leader or Year Leader who should take appropriate steps to remedy the problem, including administering an appropriate sanction. Parents should be informed of any behaviour which gives cause for concern. (see Code of Conduct and Actions Brings Consequences (ABC) documents)

4.3 In cases of extreme behaviour the Year Leader or senior member of staff may be involved. If assistance is needed members of staff may activate the Emergency Discipline System (EDS) and the duty member of staff will attend.

5.0 CODE OF CONDUCT

The school Code of Conduct for students is as follows:

We expect you to:

- Be polite
- Show respect for others
- Allow others to learn without distraction
- Try hard and do your best
- Respect property and the school environment
- Wear your uniform correctly
- Attend school and be punctual

We will:

- Treat you fairly and with respect
- Teach you well
- Give you praise and encouragement
- Help to make you feel safe
- Give you support when needed
- Provide a clean, safe and tidy environment

Around School:

- Keep to the left in corridors
- Move directly to your next lesson in an orderly way and behave sensibly
- Eat and drink in designated areas only
- Fill your water bottles only at break and lunchtimes
- Retrieve your belongings from lockers only at break and lunchtime in readiness for lessons
- Stay away from out of bounds areas (see ABC)

6.0 LESSONS

Teachers are expected to:

- Be punctual in arriving and beginning lessons.
- Implement clear routines as set out in the teaching framework for the conduct of lessons and maintain an orderly atmosphere in which all students feel safe and able to learn.
- Teach lessons which challenge, interest and stimulate all students, set targets for each student which are realistic and achievable.
- Apply rewards and sanctions in accordance with Academy policy.
- Maintain high expectations and standards in all their teaching.

Students are expected to:

- Attend all lessons and arrive on time
- Bring the correct equipment
- Line up outside the classroom
- Remove coats and bags and take out equipment
- Sit where told to do so by the teacher
- Remain seated unless they have permission to get up
- Put their hand up to ask or answer questions
- Follow instructions given by staff
- Speak politely at all times
- Adhere to the mobile phone agreement
- Work hard and do their best

7.0 **BETWEEN LESSONS**

Students are expected to behave in a sensible manner. Staff have a responsibility to ensure orderly conduct. Movement along corridors, entry to and exit from classrooms should be orderly and have regard to the Health and Safety regulations.

8.0 **OFF SITE**

While travelling to and from the Academy (*using school, public or own transport, or walking*) students should recognise that they are representing the Academy and the community and that orderly, co-operative behaviour is expected at all times.

The highest standards of behaviour are also expected from all students participating in visits and activities arranged by the Academy during and outside hours. Although all such trips will be supervised by staff, students may be given considerable freedom at times when they will be expected to take responsibility for their own behaviour; any abuse of this will be viewed extremely seriously.

All students in Years 9 – 11 are required to remain on the Academy site at morning break and lunchtime unless specifically permitted to be off site; during these times students may use school facilities only in the manner and at the times stipulated by the supervising staff.

Students in Years 9 – 11 who travel by bus are not permitted to leave the site either before or after school unless written permission granted by a senior member of staff.

9.0 **BULLYING *including forms of harassment***

The Academy is committed to providing a caring, friendly and safe environment for all of our students so that they can learn in a relaxed and secure atmosphere. We are a TELLING SCHOOL. Bullying or peer on peer abuse of any kind is unacceptable at our Academy. If bullying does occur, all students should be able to tell and know that incidents will be dealt with promptly and effectively.

The Academy safeguards the welfare of students whilst in the Academy, through positive measures to address bullying, especially where this is by any aggravating factors.

Bullying can be:

- Emotional - being unfriendly, excluding, tormenting (*e.g. hiding books, threatening gestures*)
- Physical - pushing, kicking, hitting, punching or any use of violence
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact or sexually abusive comments
- Homophobic - because of, or focussing on the issue of sexuality
- Verbal - name-calling, sarcasm, spreading rumours, teasing
- Cyber - all areas of the Internet, such as email and Internet Chat Room misuse. Mobile threats by text messaging and calls. Misuse of associated technology, i.e. camera and video facilities

The Academy will prevent bullying through:

Teaching – Within the curriculum we will encourage students to talk openly about bullying, promote tolerance and sensitivity; to recognise its many forms, to realise its consequences, to encourage incidents to be reported and to discuss ways of handling bullies.

Safety – The Academy has high expectations of good behaviour both in and out of lessons.

Vigilance – All staff will be vigilant for signs of bullying in lessons and around school.

Telling – We will actively encourage young people to report bullying incidents through the Text Someone service or by telling a member of staff.

Action – We will give bullying incidents a high priority in being seen to follow up and to take action.

The constant vigilance of all staff is essential in providing a secure environment. Staff will watch carefully for early signs: name-calling, taking of property and acting promptly before it develops into something more serious.

When approached by a student who has been bullied staff will respond positively and effectively by:-

- Listening to what is reported without delay, interviewing all those concerned to establish what has happened
- Reassure the victim that the matter is being dealt with
- Keep a record of what has been said and complete a referral form to be passed to the Tutor
- In minor cases the bully should be warned or placed in detention
- If the bullying persists the Tutor should advise the appropriate teachers
- More serious or persistent cases should be referred directly to the Year Leader
- In serious or persistent cases the Academy Leadership Group (ALG) should be informed and may become involved
- In more serious or persistent cases the bully should be placed in the Supervised Learning Unit or excluded from school.
- In serious or persistent cases parents should be informed and will be invited to a meeting to discuss the problem
- If necessary the Police will be informed, with all the students involved attending a Police Surgery as part of the Academy's Restorative Justice programme.
- After the incident has been investigated and dealt with monitoring should take place to ensure that repeat bullying does not occur.

10.0 SMOKING AND ALCOHOL CONSUMPTION

Smoking and drinking alcohol on or near the Academy site, or whilst participating in any activity arranged by the Academy, is forbidden. The Academy's Personal and Social Education programme will explore issues relating to smoking and alcohol with students.

Students found smoking or drinking, or in the company of smokers or drinking alcohol on or near the Academy site, will be issued with a fixed term penalty exclusion.

11.0 ILLEGAL DRUGS

The Academy has a Drugs Policy outlining the steps that will be taken when dealing with drug-related incidents. The supply of illegal drugs will result in permanent exclusion. Possession or misuse may result in permanent exclusion.

Possession or misuse may result in permanent exclusion. Supplying or dealing of illegal drugs will result in permanent exclusion.

12.0 REWARDS

It is important that we recognise the achievements of all students and celebrate their success.

Rewarding students is important in encouraging a positive ethos within the Academy and in motivating students in their learning. Rewards can be gained for achievement or progress in academic work, extra curricular activities, House competitions, services to the community and good attendance.

A range of rewards operate within the school:

- **Verbal Praise**
- **Merits** - staff issue students in Years 9-11 merits for excellent work or effort. Merits also serve as house points. Merits are records on Sims and accumulate towards a series of certificated awards:
Bronze; Silver; Gold; Platinum; Double Platinum
These are awarded in assemblies and at achievements assemblies.
- **Attendance Certificates** - awarded for 100% attendance each term and annually.
- **Visiting the Headteacher** - with a particularly good piece of work.
- **Headteacher Commendation**
- **Praise Post Cards** – Sent home to students in recognition of an excellent piece of work.
- **School Colours** – colours in the form of a badge for academic subjects or extracurricular commitment.
- **Presentations in Assembly**
- **Roll of Honour** – The names of students achieving certified awards and school colours are displayed on the roll of honour outside the Academy hall and published in *The Kings' Messenger*.
- **Awards Evening** - the Academy holds an annual Awards Evening in the Autumn Term, which gives public recognition to student achievements over the year.
- **Kings Ambassadors** – a position of responsibility whereby students show visitors around the Academy or represent the Academy at special events.

13.0 SANCTIONS

Positive discipline in the Academy will be achieved and maintained when students are aware that certain courses of action will be used by staff in situations of unacceptable behaviour and where restitution is desirable: these courses of action must be appropriate to the behaviour, be applied calmly and be explained to the student(s) at the time. Beside the impact of non-verbal communication and the calm correction of a student who misbehaves in a minor way, a range of sanctions operate within the Academy. (see Code of Conduct and The ABC – Action Brings Consequences document.)

- **Verbal Reprimand**
- **Extra Work**
- **Loss of Social Time:** Students may be detained by staff at morning break or lunchtime.

- **Detention:** the Academy operates weekly, lunchtime and after school detentions. Parents are notified of after-school detentions to allow transport to be provided.
- **Report:** monitoring of persistent misbehaviour, a serious incident or truancy.
- **Withdrawal from lessons:** on occasions it may be appropriate for a student to be withdrawn from lessons and isolated for a period of time from their peers.
- **Emergency Discipline System (EDS)** In a situation where a student is seriously disrupting a lesson or repeatedly refuses to follow instruction then EDS should be activated. In responding to the incident EDS may decide to speak with the student and return him/her to the lesson, place the child in another classroom or Supervised Learning Unit.

14.0 ADDITIONAL STRATEGIES TO IMPROVE AND ENSURE GOOD BEHAVIOUR

Supervised Learning Unit (SLU)

The Supervised Learning Unit (SLU) exists to provide for those students who are withdrawn from normal lessons as a result of misbehaviour and or infringement of school rules. The Supervised Learning Unit provides an important '*half way house*' between detention and exclusion from school.

Students may be placed in the SLU for the following reasons:

- Serious or persistent disruption to the learning of others
- Refusal to obey reasonable instructions given by a member of staff
- Major or persistent flouting of uniform requirements
- Failure to attend after school detention or extra session without good reason
- Serious incident of bullying or harassment
- Serious misbehaviour
- Prolonged or repeated truancy
- Awaiting exclusion from school
- Reintegration following an exclusion

Only members of ALG or EDS duty staff can place a child in the SLU. Students who attend the SLU are set work and are required to remain within the unit for the specified time. Parents are informed by letter if their child has been placed in the SLU.

Police Surgeries

Educational Police Surgeries led by the local beat officer or PCSO and are conducted as part of the Academy's Restorative Justice Programme. Police surgeries are held for persistent refusal to comply with Academy rules as well as misdemeanours which are in contravention of the law (for example Equalities Act 2010, Harassment, Alarm & Distress Act 1997). In addition misbehaviour which involved bullying or creates vulnerability in others is referred to the Police Surgery. All students attending a Police Surgery are accompanied by the Deputy Headteacher. The purpose of the educational Police Surgery is to ensure that young people are fully aware of the consequences of their actions and to prevent future offending.

Head Teacher Interviews

The student will meet with the Head Teacher to discuss their progress to date and make clear targets with regards to their behaviour and attitude to learning.

15.0 EXCLUSION

In order to achieve its vision of 'getting the best out of everyone' and to allow effective teaching and learning to take place there may be circumstances whereby an exclusion will follow, this may be:-

- In response to significant breaches of the Academy's Behaviour Policy (including the code of conduct and ABC)
- If allowing the student to remain in the Academy would seriously harm the education or welfare of the student or others in the academy. (see Exclusions Policy)

15.1 Roles and Responsibilities

The decision to exclude a student from the academy can and will be taken by the Headteacher or, in his absence, a senior member of staff to whom he has delegated the authority to exclude.

15.2 Deciding whether to exclude a student

The decision to exclude a student is a matter of judgement having taken into account the likely impact of the misconduct on the life of the academy and the learning of others. This may include behaviour on the Academy premises or during Academy visits and residential activities that is in breach of the standards of behaviour expected by the Academy.

Before reaching a decision to exclude either permanently or for a fixed period all relevant facts will be considered alongside any evidence as may be available to support the allegations made, taking into account the academy's behaviour policy, code of conduct and ABC.

Student's behaviour outside the Academy will be dealt with in the same manner as behaviour inside the Academy where it is considered that there is a clear link between the inappropriate behaviour outside the Academy and maintaining good behaviour and discipline among the students as a whole. Student behaviour in the immediate vicinity of the Academy or on the journey to and from the Academy may also result in exclusion.

15.3 Permanent Exclusions

Permanent exclusions will normally be used only as a last resort when a range of other strategies have been exhausted.

In exceptional circumstances, the Headteacher might consider it appropriate to permanently exclude a student for a first or one-off offence. Such circumstances might include:

- Where there has been serious actual or threatened violence against another student or member of staff
- Sexual misconduct
- Supplying an illegal drug in line with the academy Drugs Policy.
- Carrying an offensive weapon
- Any severe form of bullying or harassment
- Any action resulting in a serious health and safety issue.

In cases where a criminal offence has taken place, the police may be informed and where appropriate, the Youth Offending Team, Social Services or any other outside agency involved with the student.

15.4 Fixed-term exclusion

The Headteacher may exclude a student for up to 45 days in any one academy year. Generally fixed term exclusions will be for between one to five days.

15.5 Procedures following a fixed term exclusion

The parent/carer will be informed of the period of the exclusion and the reasons for it. During this process the Academy will ensure that the parent/carer is informed of their duties in the first five days.

Where the exclusion is for a period of between one and five days the Academy will set work and arrange for it to be marked.

During the period of exclusion the Academy will consider strategies to address the student's problems and identify any support that may be necessary to promote a successful reintegration.

The parent/carer has the right to make representations about the exclusion to the Discipline Committee of the Academy Trust.

Should any parent/carer refuse to comply with the terms of the exclusion, the Academy may notify Somerset Direct and the police if the Academy considers the student or any other person may be at risk as a result of a failure to meet the terms of the exclusion.

15.4 Reintegration

A reintegration meeting with parents/carers will be held during or following the expiry of all fixed-term exclusion. The students should normally attend all or part of the meeting.

Upon return from fixed-term exclusion a Pastoral Support Plan may be discussed, agreed and signed by the student, parents/carers and the Academy. This will identify the issues leading to the exclusion and outline a clear set of expectations for a smooth and successful reintegration. A range of additional strategies to support the reintegration process may be identified.

15.5 Other considerations

The Academy will implement its behaviour and discipline policy with due regard to the implications arising from the Special Educational Needs and Disability Act 2001, the Race Relations (Amendment) Act 2000, the Human Rights Act 1998 and any other relevant legislation.

The Academy will be sensitive to the needs of children in the care of the local authority when excludable incidents occur.

15.6 Alternatives to exclusion

The Academy is committed to using exclusion as a last resort. Alternatives will always be considered and may include:

- restorative justice processes
- withdrawal to the Supervised Learning Unit
- a managed move to another school or Pupil referral unit (PRU)

15.7 Procedures for review and appeal

The Governors will make provision for arrangements to review promptly all permanent exclusions and all fixed-term exclusions totalling over 15 days in an Academy term. Where exclusion are 5 or more but not more than 15 academy days in one term a governors disciplinary meeting may be held.

16.0 MONITORING

Student behaviour is monitored in the following ways:

- **Report Card** – this may be used to monitor behaviour or attendance. Specific targets will be outlined on the card and monitored by the student’s Tutor and Year Leader.
- **Student Referral Form/Electronic Behaviour Log** – following an incident requiring a disciplinary measure staff are required to record the incident on the student’s computerised Conduct Log.
- **Individual Progress Check** - this sheet is used by Year Leaders to carry out a check on the progress of individuals. Each person who teaches the student is asked to fill one in and comment on the student’s attitude to work, effort, behaviour, homework and attainment in relation to potential.
- **Student Behaviour Survey** – this gives a detailed analysis of student’s work, highlights underachievement and non-verbal and verbal behaviour. It is usually used when a student’s behaviour is giving serious cause for concern and intervention is required.
- **Individual Behaviour Plan (IBP)** – this is drawn up to support a student who exhibits seriously challenging behaviour or who is at risk of exclusion. It outlines the expectations of that student’s behaviour, work and attendance and sets out what the school and other agencies will do to support the student’s education. This will be drawn up by the Year Leader in consultation with the student.
- **Pastoral Support Programme (PSP)** – this is a school based intervention to help individual students better manage their behaviour. It is used in particular for those whose behaviour is deteriorating rapidly. It should be set up automatically for a student who has several fixed period exclusions or who has been otherwise identified as being at risk of failure at school through disaffection. It will be drawn up and monitored by the Year Leader in discussion with the student and their parents. Other agencies may be involved in the agreed support programme as appropriate. The PSP may also be completed in conjunction with a Common Assessment Framework (CAF) which promotes a dialogue with all relevant parties to inform future strategies and next steps.

17.0 RECORD KEEPING

It is important that records are as detailed as possible and include statements where appropriate.

Student behavioural records are kept in the following ways:

- **Conduct Log** – incidences reported using the Student Referral Forms will be recorded on each student’s individual SIMS (School Information Management System) Conduct Log.
- **Main School Files** – any reports or referrals on a student will be kept in their main school file.
- **Confidential Safeguarding File** – any information of a confidential or sensitive nature will be kept in the Confidential File which is held by the Deputy Headteacher.

18.0 INVOLVING PARENTS

An effective partnership between school and parents is essential to the maintenance of good behaviour and positive discipline. A Home School Agreement is issued on entry which outlines shared responsibilities. Parents will be invited into the Academy when the behaviour of their child gives cause for concern and will be involved in devising strategies to address this.

The Academy also undertakes to inform parents where appropriate, by letter or telephone, of any concerns or disciplinary action. Staff should also aim to inform parents of their children's positive achievements.

19.0 INVOLVING EXTERNAL AGENCIES

In circumstances where parents fail to support their child and work proactively with the Academy a referral with regard to the student welfare may be made to Somerset Direct.

In situations where the behaviour of a student continues to be a cause for concern a referral may be made to an external agency for advice and/or intervention. Referrals will be directed by the Deputy Headteacher in liaison with the Learning Support Co-Ordinator and Year Leader.

20.0 MONITORING AND EVALUATION

The implementation of this policy will be reflected in our working practice and therefore kept under review by the Academy Leadership Group. The policy will be reviewed on an annually basis by the Governors Teaching & Learning Committee.

October 2016