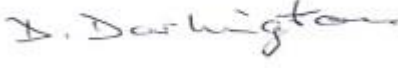


# Halewood Academy



## Behaviour Policy

Agreed by the Governing Body:	December 2019
Date of review:	December 2020
Name & position:	Derek Darlington – Chair of Governors
Signed:	

Halewood Academy takes great pride in its Pastoral care. Each year group is led by a non-teaching Pastoral Team - both the Progress Leader and Progress Assistant are non-teachers so they are available at all times in the school day. This is extremely important as it allows each team the time to need to look after their year group and to monitor standards of behaviour. Each year group is assigned a Senior Leader who works alongside the team.

A calm, orderly environment is essential if students are to learn effectively. The staff recognise the need to provide students with a set of simple rules and expectations which enable staff and students to make the most effective use of their time. Furthermore, staff improve students' behaviour for learning by ensuring that lesson content consistently motivates students and by ensuring all students have enough opportunities to learn independently and in groups.

Within the climate of inclusion there will be students who need a more personalised approach to their specific behavioural needs. This may well mean that the normal sanctions, stages of referral and rewards are not the most appropriate means of dealing with their behaviour. In such cases, other programmes of intervention and support may well be used in conjunction with external agencies and work based learning providers. Consultation, communication and collaboration with other agencies are fundamental to promoting good behaviour.

This version of the policy has been adapted to take into account the current situation regarding Covid-19 and the challenging circumstances schools are facing.

### **Aims**

To establish a set of simple rules and expectations which are clearly understood by all staff, parents/carers and students.

- To maintain, encourage and promote good behaviour and positive attitudes to learning wherever possible.
- To develop a firm and consistent approach across the Academy.
- To provide clear and consistent sanctions which are understood by students, parents/carers and staff.
- To provide supportive structures for students who are displaying negative behavioural characteristics.
- To provide flexible curriculum structures and strategies which enable students to cope in the school environment.
- To work within a multi-agency approach to meet the needs of all the students.
- To effectively involve students through discussion in PSHE and other forums about the need for clear rules and expectations, both of staff and students.
- To involve parents/carers when issues around behaviour and attitudes to learning are evident.

### **Promoting Good Behaviour & A Positive Environment**

Perhaps most important of all is the day to day climate and ethos of the Academy. The Academy's vision "We Seek The Best" is promoted through:

- A positive climate that promotes reward and praise rather than sanctions
- The support that staff give to students and to each other
- Examples set by staff in displaying good relationships and communication with students
- A colourful, inspiring and modern environment in and around the Academy
- A heightened sense of community cohesion, where students are ambassadors for the Academy
- Interesting and well-planned lessons that cater for individual needs

We recognise the importance of positive relationships within the Academy; progress within lessons is built upon effective relationships that allow teachers to teach and students to learn. To promote effective relationships, we expect that:

Students should: -

- be on time to lessons
- be courteous to each other
- not talk while the teacher is talking
- put their hands up when answering questions or requesting attention

Staff should: -

- consistently reinforce the **“Whole School Expectations”** with students
- arrive on time to lessons and duties
- deal with behaviour problems within the classroom as a first level of response
- issue appropriate sanctions to attempt to resolve behavioural issues in the classroom or on the school site

Annex A provides details of the Whole School Expectations.

Support for students with behavioural difficulties can be provided by Form Tutors, Subject Leaders, Progress Leaders or Senior Leaders. Students may be placed on report for a fixed period of time to monitor, more closely, a student's behaviour in lessons and during breaks and lunches. Pastoral Support Plans (PSP) may be an appropriate source of support for a student and will be created in liaison with parents or carers. In some exceptional cases, the Academy may utilise off site provision to support a student with behavioural issues.

### **Classroom Management**

The management of classrooms will look different under the new Government guidance as class sizes will be at a maximum of 10 pupils. Pupils may not have access to their normal teacher. Relationships between teacher and student, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way students behave. Praise should be used to encourage good behaviour and improve self-esteem in line with the school's policy. Staff will take every opportunity to remind students on the new routines and teach students how to manage these routines.

## **Classroom Pathway Protocol**

Pupils will be awarded a grade for every lesson using the SIMs registration system. This grade will cover a student's behaviour and attitude to learning. The grades will range from 1-4, with a grade 2 representing expected behaviour, a grade 3 indicating a poor attitude to learning or minor behavioural issue and a grade 4 indicating that the pupil has significantly affected learning and has been removed from the lesson. Any grades 4 will result in a referral to the Subject Leader and a 1 hour resolution. These must be recorded on SIMs and be referred to the main office. Staff are expected to contact parents or carers to discuss issues. When a Grade 1 is awarded this reflects positively in a student's reward stars total.

The following strategies should have been attempted before a grade 3 or 4 is awarded:

- Verbal warnings given
- Name on board (visual warning)
- Movement/isolation within classroom

Annex B illustrates the Classroom Pathway and examples of behaviours for each SIMS code.

## **Movement around the school**

We always encourage a calm, orderly and purposeful environment. We believe being polite and courteous is important. Students should move around the school site in an orderly manner that supports a calm atmosphere. During the current COVID 19 situation students are required to follow the school's expectations in terms of one way system, entrance and exit doors and their designated work areas.

## **Break and Lunch Time**

Food and drink should only be consumed in the designated areas. During the COVID 19 arrangements students will be allocated time slots and areas for break and lunch outside provision.

## **Resolution Meetings**

If a student is causing problems around school over a period of time then, the Progress Leader or a Subject Leader may intervene to bring about a resolution on behalf of the staff concerned. Staff will invite a student's parents or carers into school to discuss concerns. The Progress Leader or Subject Leader will take a leading role in making sure the problems with each individual teacher are resolved.

## **SLT**

Those students not responding to the support given as outlined above will be referred to SLT. The lead person for behaviour is the SLT member assigned to each year group, these are listed below:

Year 7 – Miss Gallagher

Year 8 – Miss Catterall

Year 9 – Miss Hayden  
Year 10 – Mr Day  
Year 11 - Miss Carson

### **Teaching and Learning Support (TLS)**

Senior leaders will support teaching and learning through the use of TLS. This may, on occasion, include resolving any behavioural issues that occur throughout the school day. For more serious incidents, students will be put in Isolation for the remainder of the day, or may be excluded.

### **Isolation**

Isolation involves the withdrawal of a student from lessons, lunchtimes and break. Parents/carers are informed of this action. Students follow a fixed timetable set by the staff on duty within the Isolation Room. Mr Evans, Mr McKeegan and Miss Gallagher are responsible for placing students in Isolation. Students may be placed in Isolation for serious issues e.g. physical or verbal aggression towards staff/students, or persistent disruptive behaviour (this will be indicated through an accumulation of grade 4's).

### **Exclusions**

*“Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted. However, permanent exclusion should only be used as a last resort, in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.”*

*Exclusion from maintained schools, academies and pupil referral units in England  
Statutory guidance for those with legal responsibilities in relation to exclusion  
September 2017*

Students may receive a fixed term exclusion. Usually these are short term, lasting between one to five days. However, there are occasions when a student will need to be removed from the normal school timetable for longer, dependent upon the seriousness of the incident and whether or not it is repeated behaviour. In these cases, the student will return through the Progress Centre. The behaviour of a pupil outside school can be considered grounds for an exclusion. A serious breach or persistent breaches of this policy, violent behaviour and malicious allegations directed at staff may warrant a permanent exclusion.

The Pastoral staff will liaise between school and home when a student is excluded. They co-ordinate the package of work required to be completed whilst the student is excluded. The Department for Education's "Statutory guidance for those with legal responsibilities in relation to exclusion" from September 2017 is in Annex C.

Due to the changes to staffing and regular routines in school this may present some more challenging routines. During the COVID 19 epidemic where pupils' behaviour falls below expected standards and students have failed to respond to interventions, this will result in sanctions being enforced that are reasonable in all circumstances. If a student's behaviour is deemed to be unhygienic or malicious, for example spitting or deliberately coughing on

or near someone, students will be expected to continue their studies at home after full consultation with parents and carers.

### **Governors' Behaviour Committee**

The Governors' Behaviour Committee consists of the Principal, Senior Staff and Governors. The committee meets once a term. Students who are causing persistent problems are invited to this with their parents to discuss a way forward. Final warnings prior to permanent exclusion are given, when necessary.

### **Communication**

Staff are kept informed of the status of all relevant students on a day to day basis through the use of email. In this way students will be dealt with in an effective, efficient manner and there will be an avoidance of duplication of workload for staff.

### **Bullying**

All students and staff have the right to feel happy, safe and included. Students and staff have the right to work in an environment without harassment, intimidation or fear. All bullying, of any sort, is therefore unacceptable. Students who experience bullying will be supported. Halewood Academy recognises the negative impact that bullying can have and consequently adopts a policy where all form of bullying are dealt with as swiftly as possible. The Academy has an Anti-Bullying Policy and this contains details of how bullying is defined and how it will be dealt with. This policy is available to view on the school website at <https://www.halewoodacademy.co.uk/parents/pastoral-care/>

### **Behaviour Outside of the Academy**

Halewood students are expected to be role models within the community. Whilst students are wearing the Halewood Academy uniform they are representing the values of the Academy. Any behaviour that falls short of our standards will be dealt with using the sanctions described within this policy.

### **Mobile Phones**

Pupils are not permitted to use mobile phones during school hours. If a pupil is found using a mobile phone they will be asked to put it away and their planner will be signed. If the phone is not put away, the mobile phone will be confiscated. This may mean the phone is securely stored in the school safe and may be returned the following day to parents or another responsible adult.

### **Our Responsibilities**

Everyone within the Academy is expected to

- Act in a respectful and supportive way towards one another.
- Adhere to and to promote the objectives of this policy.

Students are expected to

- Adhere to the Whole School Expectations
- Adhere to our high standards of behaviour
- Report all incidents of bullying.
- Report suspected incidents that victims may be afraid to report.
- Support each other and to seek help to ensure that everyone feels safe and nobody feels excluded or afraid in school.

Parents/carers can help by

- Supporting the policy and procedures.
- Encouraging their children to be positive members of the school community.
- Discussing with their child's teacher any concerns that their child may be experiencing bullying or involved in some other way.
- Helping to establish an anti-bullying culture outside of the Academy.

### **Discrimination**

Halewood Academy is strongly opposed to any form of discrimination, either through comment or conduct. The staff expect that parents/carers and students think it right to adopt a similar attitude and provide support for the Academy and its anti-discrimination stance. The Academy is an inclusive learning environment that provides a quality educational experience for all. Any discrimination will be dealt with by the Senior Leadership Team.

### **Concerns and Complaints**

We recognise that there may be times when parents/carers feel that we have not dealt well with an incident correctly and we would ask that this be brought to the Principal's notice. If the Principal cannot resolve these concerns informally, parents/carers can raise their concerns more formally through the Trust's Complaints Procedure.

Whilst we recognise the right of parents/carers to express their concerns to the Academy, we do insist that this is done so in a measured manner. We do not accept abuse, either verbal or physical, to any of our staff. This is detailed more clearly with the Trust's 'Threatening, Abusive and Aggressive Visitors and Parents Policy'.