



ORMISTON  
SIX VILLAGES  
ACADEMY



# OAT BEHAVIOUR POLICY

Approved by the LGB: November 2018  
Date of next review: November 2019

# Behaviour policy

Date adopted: September 2018

## Policy Version Control

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Author	Sarah Bloomer – Head of Safeguarding
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## Policy statement and principles

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

The academy takes seriously its duty to 'actively promote' the **fundamental British values** of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs and these are delivered through our pastoral and academic curriculum as well as through drop down days focusing on safeguarding, well-being and the Boys' and Girls' Development Days.

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

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

Please see Appendix I for our sanctions protocol.

## Definition

Ormiston Six Villages Head Girl, "Behaviour for Learning is an environment where students are trying their hardest to achieve their best" behaviour.

This policy is consistent with all other policies adopted by OAT / the academy and is written in line with current legislation and guidance.

The phrase 'behaviour for learning' conceptualises the following three relationships experienced by a pupil:

- Their relationship with themselves, e.g. their self-confidence as a learner
- Their relationship with others, e.g. how they socially interact
- Their relationship with the curriculum, e.g. how best they learn

In order to foster a positive learning environment these relationships must be developed and supported.

Rather than focussing on unwanted behaviours, the behaviour for learning approach puts value on positive behaviours, which enable and maximise learning.

This approach helps pupils understand the behavioural skills they need, what the teacher wants them to do, and why this will help them to learn.

For a student to maximise their potential their behaviour both inside and outside of the classroom must be exemplary, allowing them to actively engage in their learning at all times. All staff must actively teach students how to behave in the expected manner and deliberately model this behaviour.

## Complaints

All complaints are dealt with under the OAT Complaints Policy.

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

The outcome of the complaint will be communicated in writing.

## Monitoring and review

This policy will be reviewed annually or in the following circumstances:

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

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

## Roles and responsibilities

### Students

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

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

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

### Students will:

- Abide by the Home-Academy Agreement.
- Act as positive ambassadors and representatives Ormiston Six Villages Academy through their exemplary behaviour.
- Be polite and respectful of others in the surrounding community.
- Work to the best of their ability and effort at all times, whilst allowing other pupils to do the same.
- Cooperate with other pupils and members of staff in order to create a positive learning environment.
- Be ready to learn by ensuring regular attendance to all lessons and arriving at Academy with the correct equipment.

- Correctly present themselves in name of Academy's uniform, in accordance with the Academy's Uniform Policy.
- Respect and value the environment and their surroundings, as well as each other.
- Not act in a manner which is disruptive to the learning of others.
- Under no circumstances put the health and safety of others at risk.

## **Academy**

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

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

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

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

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

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

### **Staff members will:**

- Maintain a positive and well-managed learning environment.
- Be positive ambassadors of the Academy at all times, through their professional behaviour and conduct.
- Use the Academy's reward system and hierarchy of sanctions to promote good behaviour.
- Use the rules and consequences outlined in this policy clearly and consistently.
- Treat all pupils fairly and equally, seeking to raise their self-esteem and develop to their full potential.
- Undertake comprehensive planning to provide challenging, interesting and relevant lessons, which are appropriate to the age, ability and individual needs of pupils.
- Record all behavioural events, both positive and negative, on the Academy's management information system, by following the correct reporting procedure.
- Raise any concerns regarding pupils' behaviour with the relevant Tutor, DoL or SLT Member
- Take the necessary steps to effectively manage pupil behaviour, such as placing pupils on report where appropriate.
- Support other members of staff with behavioural issues involving individual pupils or groups of pupils.
- Liaise with other members of staff and the senior leadership team (SLT) in order to implement effective behaviour management.

- Organise detentions where appropriate.
- Intervene promptly when they encounter poor behaviour or unexplained absence.
- Immediately contact the DoL, DSL rest of the SLT when there has been a serious breach of the Academy's Code of Conduct.
- Contact parents/carers regarding their child's behaviour where necessary.
- Continuously keep parents/carers informed of any behavioural management issues concerning their child.
- Act in accordance with the Academy's Exclusion Policy when dealing with more serious breaches of Academy conduct.
- Monitor the attitude, effort and quality of the pupils' work.
- Make referrals to external agencies where necessary, e.g. the behaviour support service.
- Inform the SLT of relevant behaviour data and trends.
- Ensure that all records are kept up-to-date, such as the pastoral register and racist incident log.
- Consistently develop their understanding of behaviour for learning and relevant techniques as part of their CPD.

## Parents

Parents play a big part in ensuring that their children are responsible for their own behaviour in academy. We ask that parents sign the home-academy agreement to indicate that they will respect and support the academy's behaviour policy and the authority of academy staff. Building academy life into a natural routine ensuring that your child is at academy on time, appropriately dressed, rested, and equipped will encourage your child to adhere to the academy rules and procedures.

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

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

### Parents/Carers will:

- Ensuring the attendance and punctuality of their child, as well as reporting any absences.
- Encourage good behaviour and for their child to be an ambassador of the Academy at all times, in line with the Behaviour for Learning Policy, by reinforcing Academy rules.
- Share any concerns they have regarding their child's education, welfare, behaviour and life at name of Academy with the pupil's classroom teacher or SLT.
- Support their child's independent learning.
- Support the Academy's decisions in relation to behavioural issues, whilst having the right to question name of Academy's decisions regarding their child's behaviour.
- Ensure that their child correctly presents themselves as a pupil of name of Academy, in accordance with the Academy's Uniform Policy.

## Academy behaviour

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

- Always be on time
- Keep your appearance smart and tidy
- Wear regulatory academy uniform at all times to and from academy
- Do not wear jewelery that is prohibited by the school Uniform and Dress Policy, including piercings other than a small stud in the ear lobe.
- Rude, derogatory, racist or defamatory language will not be tolerated

- Be considerate of your peers and the extended community
- Do not run through hallways and corridors
- Do not shout out during lessons, or shout to one another in hallways, or when in public places
- Be polite and respectful at all times
- Respect and look after the academy premises and environment, both on the academy site and outside
- Do not litter or not vandalise academy property in any way
- Unauthorised absence from academy will not be tolerated
- Health and safety equipment is only for use in emergency situations and should not be tampered with under any circumstances
- Disobeying staff will not be tolerated
- Under no circumstances will illegal or inappropriate items be brought into academy
- Gambling is not allowed on academy property

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

- Alcohol and drugs
- Cigarettes, E cigarettes, matches, and lighters
- Chewing gum
- Weapons of any kind
- Material that is inappropriate or illegal for children to have; such as racist, radical / extremist or pornographic material

## Classroom behaviour

Please refer to our sanctions hierarchy pyramid in appendix I

- Dealing with behavioural problems is primarily the responsibility of teaching staff.
- Teaching staff will use seating plans and a range of de-escalation techniques to encourage good behaviour and create an effective learning environment.
- Praise will be used to set high expectations at the start of the lesson, in conjunction with non-verbal cues and private corrections in order to focus pupils on learning.
- Lessons will be structured and have a focussed framework, in order to allow pupils to understand what is being taught and how it links to what they already know.
- All staff members will support pupils' emotional wellbeing and welfare within the learning environment by encouraging pupils to develop effective social relationships.
- When a pupil acts in a disruptive manner or ignores instructions given by a staff member, the following four steps will be taken:
  - a. They will receive a formal warning about their conduct C1
  - b. They will be moved to another part of the class C2
  - c. They will be moved to another classroom C3
  - d. They will be removed by a senior leader from their classroom C4

Staff members will remind pupils that at each stage of the process they have the opportunity to amend their behaviour, rather than escalate it.

- De-escalation techniques will be used at all times.

Where poor behaviour continues and intervention is necessary, a graduated approach towards how best to deal with the students behaviour is adopted:

- a. Initially this should be through the class teacher or their form tutor.
- b. This could then be referred to the DOL or HOD if this is proving to be ineffective or more support is needed.
- c. For the most serious incidents a member of SLT will manage the incident or the ongoing behaviour of the student and ultimately refer this to the Principal.

- The overall aim of the structure of lessons is to actively engage pupils and to develop their learning skills systematically so that their learning becomes increasingly independent.
- Whilst using the Academy corridors and surrounding area of the Academy building, pupils will act in a responsible and respectful manner, as would be expected in a classroom.

## Attendance

Regular attendance at the academy is required by law, and regular attendance is a prerequisite for the progress and achievement of all students.

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

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

## Uniform and appearance

Effective teaching and learning needs proper organisation, and this starts with a smart and tidy appearance which helps to instill discipline and pride in appearance in students, and reduces the risk of distraction in lessons. Please refer to our Uniform policy which can be found on the academy website.

The academy uniform should be worn by all students who come in not wearing the correct academy uniform may be sent home to change.

## Unacceptable behaviour

The following behaviour is regarded as completely unacceptable and will result in disciplinary action and possibly exclusion from the academy on a fixed-term or permanent basis. For more information on exclusions, see our exclusion policy.

Verbal abuse to staff and others

- Bullying in any form (see the Anti-Bullying Policy)
- Verbal abuse to students
- Physical abuse / attack on staff
- Physical abuse / attack on students
- Indecent behaviour
- Damage to property
- Misuse, possession or supplying illegal drugs or alcohol
- Misuse of other substances
- Theft
- Serious actual or threatened violence against another student or a member of staff
- Sexual abuse or assault
- Carrying an offensive weapon
- Arson
- Persistent defiant behaviour
- Unacceptable behaviour which has previously been reported and for which academy sanctions and other interventions have not been successful in modifying the student's behavior



## Drugs

The academy will not tolerate drug use of any sort on academy property or during off-site academy activities. Please refer to the Drugs Policy on the academy website. The academy takes its anti-drugs policy very seriously and will discipline any person found to be in possession of drugs. This includes solvents and any other substance that can be misused or harmful. Students may be permanently excluded if they are found to be involved in drug-related incidents. This includes supplying, possessing, or taking drugs.

### **Prescription drugs/Controlled Substances**

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

### **Non-prescription drugs**

Some over-the-counter drugs can be harmful if misused. We advise that students should not carry these in academy. If they need medication they can go to the academy nurse or appropriately trained first aider.

### **Medication**

We are aware that it may be necessary for some students to take medication during the academy day. Please refer to our Supporting Students with Medical Needs policy which can be found on the academy website. Parents should make the academy aware of this in writing as soon as their child starts taking the medication. The academy may request medical evidence prior to administering any medication.

## Alcohol

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

## Disciplinary sanctions

The academy operates using the following disciplinary measures Please refer to our behaviour support structure in regard to classroom misbehaviour.

Sanctions	Examples of use
Written	Letter sent home by a parent or DOL expressing concern about behavior in or outside of a lesson(S)
Detention	Students can receive these at break, lunch or after school. While it is not a legal obligation a member of staff will always contact home with 24 hours if they detain a student after school.
Fixed term exclusions	May be given for any serious or persistent contravention of school rules by the Principal.
Permanent exclusions	Either given for an individual incident or persistent breach of the school rules by the Principal.
Searching and confiscation	<p>Staff members are authorised to use confiscation as a disciplinary sanction if it is lawful. This means that staff may confiscate or seize items in the possession of students that are illegal, or banned by the academy. It is our first priority to ensure that students are in a safe and secure environment when they are in our care, and any items that may jeopardise the safety of other students or themselves will be taken off students without notice. This includes any item that could lead to the harm or potential harm of a student or hinder the good running of the school.</p> <p>A teacher or someone who has lawful control of the child can search a student <b>with their permission</b> to look for any item that the academy's rules say must not be brought into academy. Principals and / or members of staff authorised by them have the power to search a student <b>without the student's consent</b> if they suspect they are in possession of 'prohibited items'. Prohibited items that can be searched for without consent include:</p> <ul style="list-style-type: none"> <li>▪ Knives or weapons</li> <li>▪ Alcohol or drugs</li> <li>▪ Stolen items</li> <li>▪ Tobacco and cigarette papers</li> <li>▪ Fireworks</li> <li>▪ Pornographic images</li> <li>▪ Articles that have been or could be used to commit an offence or cause harm</li> <li>▪ Any item which the academy rules identify as an item for which a search may be made</li> </ul> <p>Staff can seize an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this.</p> <p>Where appropriate the items seized may be handed over to the police.</p> <p>Any cigarettes confiscated in academy will be destroyed.</p> <p>Following searching and confiscation of items the academy will speak to the parents concerned. Any items confiscated, destroyed or deleted will be recorded by the academy.</p>

### *Use of force*

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

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

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

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

Following serious incidents involving the use of force, the academy will speak to the parents concerned. It is up to the academy to decide whether it is an appropriate occasion to report the use of force to parents **but this would generally be the case**.

Such serious incidents involving the use of force will also be recorded by the academy.

Sanctions are adapted relating to the seriousness and frequency of the behaviour. Records will be kept of all sanctions imposed upon pupils for serious misbehavior.

## Regulating student's offsite conduct

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

In addition students who seek outside of academy hours to bully or otherwise cause harm to other students at the academy whether through cyber bullying or other ways may be subject to sanctions under the behaviour policy as if their actions had taken place whilst at the academy itself.

## Unacceptable behaviour outside the academy

Community partnership and cohesion is extremely important at Six Villages. We expect students to take responsibility for their actions outside of the academy; we also have a legal right to discipline students for misbehaving outside of the Academy premises under Section 89(5) of the Education and Inspections Act 2006.

All unacceptable behaviour and instances of bullying occurring anywhere outside the academy, which have been witnessed by a staff member or reported to the academy, will be dealt with using the academy behaviour protocol.

This will include any unacceptable behaviour when a student is:

- taking part in any activity organized by the academy
- travelling to or from the academy
- wearing academy uniform
- in some other way identifiable as a pupil at the academy
- poses a threat to another student or member of the public
- could adversely affect the reputation of the academy.

## Appendix 1

### Six Villages behaviour **support** structure

All incidents that are recorded as a C3- 5 will necessarily require parental contact or a formal meeting. Sanctions from C3 will escalate from an hour detention the following evening through to removal from lessons, until we have had a parental meeting and ultimately a potential fixed term exclusion.

#### **C5 Student removed by SLT on multiple occasions**

You cannot return to lessons until your behaviour is deemed acceptable.

#### **C4 Student removed by a senior teacher**

*You are persistently refusing to follow the teachers instructions and are significantly affecting the learning in the class*

#### **C3 Student removed to another room**

You are chatting, not focused and are affecting the learning of others

#### **C2 Student moved in seating plan**

*Student needs to refocus and concentrate better elsewhere*

#### **C1 Formal warning for inappropriate behaviour**

*E.g. calling out or chatting*