

The Roseland Academy
Part of The Roseland Multi-Academy Trust



Behaviour Policy
(Statutory)

Approved: Autumn 2022
Next Review: Autumn 2024

Equality Impact Assessment - Policy Review

In reviewing this policy, we have tried to make a positive impact on equality by considering and reducing or removing inequalities and barriers which already existed. We have ensured that this policy does not impact negatively on the dimensions of equality.

Policy statement

The Roseland Academy is committed to creating an environment of disruption free learning, putting exemplary behaviour at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. This behaviour policy supports our aspiration of a school “where everyone succeeds” with calm, certain and kind staff teaching all students to be ready, respectful and safe.

Clause 91 of the Education and Inspections Act (Appendix 1) introduced, for the first time, a statutory power for teachers and other school staff to discipline students. The power came into force on 1 April 2007 and supports the school in dealing with discipline. The power to discipline includes regulating conduct outside of the school. To regulate conduct offsite for example – in order to promote positive behaviour during work experience, or a sporting event.

The Trust Board believes that positive behaviour in all aspects of school life is necessary. It aims to create an inclusive, caring and supportive learning environment in the school by:

- promoting a culture where positive behaviour is expected and taught;
- expecting disruption free learning in every classroom;
- encouraging a Trauma Informed School approach;
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- promoting positive social norms that ensure equality and fairness of treatment for all;
- encouraging consistency of response to both positive and disruptive behaviour;
- promoting early intervention;
- providing a safe environment; free from disruption, violence, bullying and any form of harassment;
- establishing positive relationships with parents and carers which involves them in the implementation of the school’s policy and associated procedures.

Positive Behaviour Expectations			
Trust Board	Staff	Students	Parents and Carers
Review Support Maintain	Kind Certain Calm	Ready Respectful Safe	Supportive Respectful Responsible

All stakeholders refer to “ready, respectful, safe” when talking to students.

Roles and Responsibilities

- The Trust Board will establish, in consultation with the Headteacher, staff and parents/carers, a policy for the promotion of positive behaviour and will keep this under review. It will ensure that this is communicated to students and parents, is non-discriminatory and the expectations are clear. Trustees will support the school in maintaining high standards of positive behaviour of students and staff.
- The Headteacher will be responsible for the implementation and day-to-day management of the policy and procedures.
- Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Headteacher on the

effectiveness of the policy and procedures. They also have responsibility, with the support of the Headteacher, for creating a high quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently.

- The Trust Board, Headteacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to, and appropriately addressed.
- Parents and carers will be expected, encouraged and supported to take responsibility for the behaviour of their child both inside and outside the school. The school will encourage parents to work in partnership with the school to assist it in maintaining high standards of positive behaviour and will be actively encouraged to raise with the school any issues arising from the operation of the policy.
- Students are expected to take responsibility for their own behaviour and will be made fully aware of the policy, procedure and expectations. Students will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all inappropriate behaviour.

Procedures

The procedures arising from this policy will be developed by the Headteacher in consultation with staff. The procedures will make clear to the students how positive behaviour can be achieved and will have a clear rationale which is made explicit to staff, students and parents. The procedures will be monitored by the Headteacher via the Assistant Headteacher for Behaviour, Attitudes and Attendance, to ensure they are consistently and fairly applied. It will promote personal responsibility and the principle that every member of the school has a responsibility towards every other member of the whole community.

Physical Abuse

Physical abuse/fighting is a very serious breach of our code of conduct and expectations of caring for each other. There is never an excuse or reason for using violence as there will always be a member of staff somewhere close for advice and help. An incident that involves a physical assault will lead to a fixed term suspension and at least one day in internal suspension. A reintegration meeting with the student and parent/carer is essential before the student can return to their normal timetable. At this meeting the student will receive a personal support plan that will focus on measures to ensure it will not happen again. Any further physical conflict/fighting could result in a permanent suspension.

Searching and Confiscation

This covers the use of confiscation as a sanction; this includes seizure and also, as appropriate, the retention and disposal of certain items. Confiscation should be applied in a reasonable and proportionate way as part of the school's policy.

The Act (Appendix 1) provides members of staff with a specific statutory defence if that seizure, retention or disposal was lawful. This means it is only lawful if that person is acting on behalf of the school - it is in effect a lawful disciplinary penalty. A condition of the legality is that it is proportionate (it is necessary; has legitimate aim). Proportionately is very relevant, depending on the value of the property. For example, confiscating a valuable item and returning it at the end of the school day is more likely to be a proportionate response.

School staff can search a student for any item if the student agrees. Headteachers and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item.

Prohibited items are:

- knives or weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco;
- cigarette papers;
- vapes
- fireworks;
- pornographic images;
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student).
- This list is not exhaustive.

Mobile phones must be switched off and not be visible during the school day.

Staff searching must be the same sex as the student being searched; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the student being searched. There is a limited exception to this rule. Staff can carry out a search of a student of the opposite sex and / or without a witness present, but only where it is reasonably believed that 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.

School staff can seize any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to school discipline.

Power to Search for Weapons

The Roseland Academy believes that for safety staff should not proceed to search for a weapon; the police should be called.

Praise and Reward

The school vision of “where everyone succeeds” is central to the promotion of positive behaviour. Rewarding through praise, both informal and formal, to individuals and groups is an integral means of achieving this. Praise has an educational and motivational role in teaching students to realise that positive behaviour, self-awareness, success and responsibility to self and others are valued.

In order to be effective, praise should be sincere, proportionate and targeted.

Examples of praise in school:

- verbal praise;
- B+ points awarded;
- praise text sent home for going ‘above and beyond’;
- certification of achievements in subjects or from staff;
- gold, silver and bronze awards for positive behaviour each half term;
- Headteacher’s Commendation.

Support for Positive Behaviour Change

We believe that behaviour cannot be modified in the long term by simply telling students to behave. Positive behaviour must be taught. In order for students to learn to behave positively there are various levels of support available.

Tutor	<ul style="list-style-type: none">● Kind, certain and calm.● Offer daily support and reminders around students being ready, respectful and safe.● Regular contact with parents/carers to share achievements and disruptive behaviour.
Teacher	<ul style="list-style-type: none">● Kind, certain and calm.● Clear expectations.● Clear routines.● Positive 'meet and greet'.● Model positive behaviours.● Award praise and log disruptions with certainty.
Learning Leader support	<ul style="list-style-type: none">● Kind, certain and calm.● Support teachers/staff and tutors with clear expectations.● Regular praise and rewards.● Develop positive behaviours through the B+4 change programme.
BaSE staff	<ul style="list-style-type: none">● Kind, certain and calm.● Monitor disruptions.● Create B+4 change documents.● Collect students removed from lessons.● Coordinate and run Internal Suspension.● Maintain the Tutor Dashboard and SIMS records.● Teach positive behaviour to individuals and small groups.
Wellbeing staff	<ul style="list-style-type: none">● Kind, certain and calm.● Support parents and students to behave positively.● Teach positive behaviour to individuals and small groups.● Link into external agencies for further behaviour support.
Leadership Team	<ul style="list-style-type: none">● Kind, certain and calm.● Praise often.● Manage escalated cases quickly and effectively.
Outside agency support	<ul style="list-style-type: none">● The school works proactively with our Educational Welfare Officer on attendance.● The school works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all students are met by utilising the range of external support available.● Students needing support from external agencies are identified through the Assistant Headteachers for Safeguarding and behaviour, Attitudes and Attendance.● The school attends weekly students' placement panel and fair access meetings.

Sanctions

Sanctions are needed to respond to disruptive behaviour and to ensure that everyone has the opportunity to succeed at The Roseland Academy. The school uses a three stage system for disruptive behaviour. Students will

always be given a chance to consider their behaviour. They will be encouraged and helped to make apologies to other students or staff they may have offended to show they can keep to the school's expectations; or to make suitable reparation:

Warn	A verbal caution delivered privately, if possible, making the student aware of their behaviour and clearly outlining the consequences if they continue. Give the student a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. If this is acted upon, praise the student for positive behaviour and no further action is required.
Move/Record	If the warning is not acted upon, where possible move within the lesson and complete a disruption form.
Remove	Where a student is significantly affecting the learning of others or is not safe, staff complete a disruption form and request for the student to be collected. Removal from a lesson will be recorded as an Internal Exclusion and will require a discussion with parents/carers to prompt positive behaviour change.

Further sanctions for repeated or serious incidents could include:

Loss of Break and lunchtime	For incidents related to social time and social relationships, students may have the privilege of social times with their peers withdrawn. They will be able to consume refreshments as normal.
Internal Exclusion	<p>The Internal Exclusion room is an integral part of The Roseland Academy pastoral support system. Internal Exclusion is used as an alternative to suspension, although the school reserves the right to issue suspension or Permanent Exclusion when deemed necessary, either for persistent disruptive behaviour or "one off" behaviours.</p> <p>Entry into the Internal Exclusion room is for serious matters. This would be behaviour that would have led to the sanction of suspension previously.</p> <p>Students will also go to the Internal Exclusion room if they are removed from lessons.</p> <p>Under normal circumstances, after a student has completed their Internal Exclusion a reintegration discussion with the parent/carer will be arranged. On occasions this may not be necessary if the parent/carer has been involved leading up to the Internal Exclusion.</p> <p>During Internal Exclusion the expectation is for the student to complete work set to the best of their ability and discuss the positive actions needed to enable a successful reintegration and avoidance of further sanctions. The reintegration communications will involve the parents/carers, Learning Leader and tutor.</p>

Suspension	<p>A decision to exclude a student will be taken only:</p> <ul style="list-style-type: none"> ● in response to serious or persistent breaches of the school's behaviour policy, and ● if allowing the student to remain in school would seriously harm the education or welfare of others.
Permanent Exclusion	<p>Before deciding whether to suspend a student, either permanently or for a fixed period, the Headteacher will:</p> <ul style="list-style-type: none"> ● consider all the relevant facts and evidence, including whether the incident(s) leading to the suspension were provoked; ● allow the student to give their version of events; ● consider if the student has special educational needs (SEN). <p>Following a fixed term suspension a reintegration meeting must be held with the student, senior staff, parent/carer(s) and other professionals where appropriate.</p> <p>Please refer to the school Suspensions policy for further details.</p>

Recording Praise, Disruptions and Sanctions

- Praise is recorded using the Google praise forms and logged on SIMS.
- Disruptions are recorded using the Google disruption form and logged on SIMS.
- Sanctions are logged in the Google Tutor Dashboard and on SIMS.
- Details of incidents are recorded and filed for each student.

Tutor Dashboard

The Tutor Dashboard allows for real-time information to be shared efficiently. All records are linked to the Dashboard in order to inform tutors, Learning Leaders, Teaching Team Leaders and Leadership Team of attendance, disruptions and positive behaviour for all students.

Tutors are expected to review and record actions daily with Learning Leaders monitoring their specific year groups. Tutors are also expected to email weekly summaries of student disruptions to parents.

The Leadership Team will review the dashboard on at least a weekly basis and liaise with Learning Leaders regarding achievements and concerns.

Training

Appropriate training on all aspects of behaviour management will be provided to support the implementation of this policy.

Code of Conduct and Expectations

At The Roseland every student has the right to learn without interruption and every member of teaching staff has the right to teach so that everyone can succeed.

General Code of Conduct

We agree to:

- be Ready, Respectful and Safe;
- be kind and considerate to staff, prefects, fellow-students, school visitors and the wider community;

- listen to and respond positively to staff instructions;
- be clean, neat and tidy and observe The Roseland's dress code;
- care for each other and the school environment;
- try to become involved in school life and always do our best in lessons and activities;
- be aware that any instances of bullying, smoking, taking drugs, going out of bounds or disruptive behaviour such as fighting, swearing, being involved in racist, sexist or homophobic incidents will be dealt with in a very serious manner;
- keep mobile phones switched off and in bags during the school day;
- be aware that supplying drugs in school will result in permanent suspension.

Classroom Expectations

You have a right to:

- * Enjoy and achieve
- * Be Healthy
- * Stay Safe
- * Make a Positive Contribution
- * Achieve Economic Wellbeing

You have the responsibility to be:

- * Ready, respectful and safe at all times.

How can you achieve this?

- ☺ Be present! You cannot learn if you are absent.
- ☺ Arrive at lessons calmly, quietly and on time.
- ☺ Treat your learning environment with respect.
- ☺ Bring the appropriate equipment.
- ☺ Follow instructions.
- ☺ Listen to others with respect.
- ☺ Observe the health and safety routine in practical lessons.
- ☺ Use your planner to record homework set and complete it on time.