

Halewood Academy



Behaviour Policy

Agreed by the Governing Body:	19/9/2018
Date of review:	September 2019
Name & position:	Derek Darlington – Chair of Governors
Signed:	<i>D. Darlington</i>

General School Aims

Halewood Academy takes great pride in its Pastoral care. Each year group is led by a non-teaching Pastoral Team - both the Pastoral Leader and Pastoral 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.

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 code of conduct which enables 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.

Aims

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

- To maintain, encourage and promote good behaviour 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 in the early stages of the Behaviour Pathways.

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

Rules and Sanctions

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 core expectations of students
- use consistent starts to lessons
- use consistent finishes to lessons
- challenge late comers and record lateness
- arrive on time to lessons and duties
- deal with behaviour problems within the classroom as a first level of response.

Classroom Protocol

Pupil will be awarded one grade for every lesson using the SIMs registration system. This grade will cover a pupil's behaviour and attitude to learning. The grades will range from 1-4, with a grade 2 representing the minimum 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's will result in a referral to the HOD and a 1 hour resolution, these must be recorded on SIMs and be referred to the main office.

The following strategies should have been tried before a grade 4 is awarded:

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

Progress/Pastoral Leader's Resolution Meeting

If a student is constantly causing problems around school over a period of time then, the Progress/Pastoral Leader will intervene to bring about a resolution on behalf of the group of teachers concerned. The Progress/Pastoral 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 – Ms Gallagher
- Year 8 – Ms. Hayden
- Year 9 – Mr. Day
- Year 10 - Ms. Carson
- Year 11 – Mrs. Bain

Teaching and Learning Support (TLS)

Senior leaders will regularly 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 Ms Gallagher are responsible for placing students in Isolation. Students are 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

Students may receive a fixed term exclusion. Usually these are short term, 1-5 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. 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.

Students demonstrating dangerous behaviour in School, or behaviour posing a health and safety risk may be excluded by the Vice Principal in the Principal's absence.

Governors' Behaviour and Attendance Committee

The Governors' Behaviour and Attendance Committee consists of the Principal, Senior Staff and Governors. Students who are causing persistent problems are invited to this with their parents to discuss a way forward. This automatically occurs for students who are excluded for more than 15 days. 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.

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 and are therefore expected to adhere to our behaviour code. Any behaviour that falls short of our standards will be dealt with using the sanctions described within this policy.

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

- 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 policies. 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 using the sanctions set out within this document.

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'.

Related Policies

This policy links with a number of other Academy/Trust policies:

- The School Code of Conduct
- Home School Agreement
- Equal Opportunities Policy
- Policy on Racial Harassment
- Physical Control and Intervention
- Child Protection Policy
- Complaints Policy
- Anti Bullying Policy
- Threatening, Abusive and Aggressive Visitors and Parents Policy