



STUDENT BEHAVIOUR POLICY

Author of Policy
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Date adopted by Governors/Academy
December 2014

A handwritten signature in black ink, appearing to read "R. J. M.", is written over a horizontal line.

Signed on behalf of Governing Body

Reviewed
December 2014

All Saints Church of England Academy, Plymouth aims to be an inspirational community of learning, which will transform the life chances of the students and make a positive contribution to the well-being of the local community and the wider world. The Academy is rooted in Christian values including truth, justice, forgiveness, generosity and respect. The Academy aims to provide outstanding educational opportunities and experiences which will enable all students, regardless of ability and background, to bring out the best in themselves, and to make a difference for good in the world.

The Academy believes that education is about the development of the whole person, and in educating each student will endeavour to:

- sharpen the mind
- enrich the imagination
- strengthen the body
- nourish the spirit
- encourage the will to do good
- open the heart to others

This policy and the associated procedures are based on these principles, aims and beliefs.

Introduction

High standards of behaviour are essential for effective teaching and learning to take place in the classroom. Outside the classroom good behaviour fosters a positive and safe community spirit. Equally, a high standard of behaviour on the way to and from the Academy and on school trips promotes the Academy in the eyes of the public and is essential for our reputation.

Purpose

We aim to create a harmonious environment in which effective learning can take place by promoting the highest standards of student conduct.

We want our students to develop:

- respect for themselves: a sense of personal self-worth and pride in their achievements, high standards of dress and behaviour and a desire to produce their best quality work at all times;
- respect for others: understanding, recognition and tolerance of others' needs, beliefs, and feelings and their right to express alternative opinions;
- respect for the environment, caring for their own and other people's property, the Academy buildings and equipment and the natural environment both locally and globally.

Procedure

Students are expected:

- to be familiar with and follow our rules of behaviour for learning
- to take responsibility for developing a personal moral code and learning from mistakes so as to display increasingly mature attitudes.

Teachers are expected:

- to model the attendance, punctuality and behaviour expected from students
- to reward personal achievement and good behaviour
- to intervene promptly to challenge unexplained absence and misbehaviour
- to be consistent in their expectations and responses to misbehaviour
- to monitor the work and behaviour of students and pass comments to parents via student planners or through a phone call home
- to take responsibility for developing their skills of behaviour management so as to deal with incidents with increasing confidence and success

Parents are expected:

- to ensure their child attends regularly, punctually and in accordance with the Academy's dress code
- to support the Academy in dealing with their child's misbehaviour and preventing repetition
- to monitor their child's work and behaviour at home and pass comments to Academy staff via their student planners
- to reward personal achievement and good behaviour
- to take responsibility for overseeing their child's personal development and attend consultation meetings arranged by the Academy

Classroom Management

Some of the characteristics of effective classrooms are:

- Teachers insist on simple routines such as punctual arrival, entry to and movement within the classroom, seating arrangements, basic equipment, listening to others and so on, that are clearly understood
- Teachers display high expectations for student effort and behaviour
- Lessons have clear objectives and the work expected from students is well suited to their skills and abilities
- Students understand what they are expected to do and want to do their best
- Good behaviour is publicly recognised and rewarded
- Emerging misbehaviour is dealt with early, calmly and confidently to minimise class disruption and students understand why sanctions are being applied

Effective corridors, dining and play facilities and other spaces outside the classroom display broadly similar characteristics.

Rewards and Recognition

Rewards provide public recognition of student achievement and progress, and help to raise students' motivation and expectations. We use the following rewards:

- Verbal praise
- Written comment, e.g. on work or in student planner
- Display of work
- Telephone call, card or letter sent to parents
- Public commendation, e.g. in assembly
- Awarding of certificate
- Awarding of honour or selective privilege
- Remunerative reward, e.g. Love 2 Shop vouchers
- Meeting with Learning Family Leader or Principal
- Additional responsibility/authority
- Participation in trip/activity

Sanctions

Sanctions provide public recognition that certain behaviour is unacceptable, and help students to develop a sense of right and wrong. They should be applied sparingly and consistently. Where students are familiar with routine expressions of approval and rewards, they are most likely to understand and accept the withdrawal of approval and use of sanctions. We use the following sanctions:

- Public rebuke
- Temporary reseating to a different location
- Repeating work of an unacceptable standard
- Record of unacceptable behaviour on student's file
- Temporary removal from the classroom
- Loss of break or lunchtime, e.g. through detention
- Detention after school
- Meeting with Learning Family Leader
- Community service within the Academy
- Engaging parental sanctions through parental contact or meeting
- Placing on Behaviour Report
- Parking in another classroom

Serious Offences

Serious offences include:

- Theft
- Vandalism
- Premeditated violence towards another
- Attempted intimidation of or verbal abuse of a member of staff
- Possession of a weapon or otherwise threatening the safety of others
- Persistent bullying, sexual, racial or other harassment
- Possession, supply or use of a banned substance
- Persistent repetition of minor misbehaviour
- Total defiance of senior staff

The penalties for committing a serious offence include:

- Internal exclusion from lessons for a temporary period
- Exclusion from the Academy for a fixed term
- Permanent exclusion from the Academy

All students excluded for a fixed term will be re-admitted only following a meeting between the parents and a member of the Senior Leadership Team. Mediation and restorative justice will be implemented as appropriate.

Monitoring, Evaluation and Review

- The policy will be promoted and published throughout the Academy.
- The Governing Body will review it within two years and assess its implementation and effectiveness.
- Written records of sanctions imposed upon students for serious disciplinary offences are kept and monitored.

Resources

- Classroom Behaviour procedures
- Return from Exclusion form
- Student Behaviour report
- Academy Family Agreement
- Physical intervention/positive handling [if compliant with LA guidance on the 'Use of Physical Restraint.']