

Policy Name	Positive Behaviour Policy
Committee	Curriculum and Student Welfare
Owner	Vice Principal
Statutory	No

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**Guilsborough Academy**

*Guilsborough Multi Academy Trust*



# Positive Behaviour Policy



# A Whole Academy Behaviour Policy

## Contents

3	Respect, Responsibility and Equality
3	The House System
4	Rewarding Positive Achievement and Attendance
4	Opportunities for Students
5	Student Support
6	Sanctions
8	Conduct Outside the School, on the way to and from School, School Trips/Visits
8	Prohibited Items
9	Working with parents/carers
10	Detentions

This Policy should be read in conjunction with our:

- Vision and Values
- Anti-bullying Policy
- Exclusions Policy
- Learning and Teaching Policy
- Physical Restraint
- Special Educational Needs and Disabilities
- Safeguarding



# Respect, Responsibility and Equality

Guilsborough Academy has always had a positive behaviour policy with the aim of ensuring a calm, orderly working environment conducive to effective learning. **Our Positive Behaviour Policy aims to support and promote good behaviour by developing this sense of community and shared values.** Our students play a part in determining our positive behaviour policy and how it is put into practice in school, for example, by voting on rewards.

Education is not only concerned with academic values but also with the social, moral and emotional development of children. We aim to develop in each child a capacity for self-discipline, good personal relationships and a tolerance and understanding of other people's rights and points of view. There are links between content and delivery of the curriculum and the motivation and behaviour of students. Therefore the curriculum at Guilsborough Academy, offers stimulating and suitably differentiated programmes for the full ability range. **POSITIVE CONTRIBUTIONS** to the ethos and culture of Guilsborough Academy will be rewarded. Behaviour that limits the learning opportunities of others will not be tolerated.

Our positive behaviour policy is based on three values **Respect, Responsibility and Equality** which provide overarching values and character traits we wish to promote in all our students. These three values provides freedom from lists of rules that are impossible to define and would not allow for appropriate interpretation for different Key Stages. For example, the expectations regarding 'responsibility' are different for a Year 7 student to a Year 11 student.

**Respect, Responsibility and Equality** allow for lots of positive conversations between staff and students especially if an aspect of attitude or behaviour needs re-direction. Assemblies and tutor time are used to ensure there is a common understanding of what these mean for each of our students.

We aim for 100% commitment to **Respect, Responsibility and Equality** and believe that there should be clear guidance to staff and students, staff should recognise and praise good behaviour (see Rewards) as well as dealing with unacceptable behaviour (see Sanctions). Our sanctions should make a clear distinction between the minor and serious issues and are fair and consistent in the way they are applied.

To support our students to achieve these values, we have 4 key expectations that all student must meet:

- i. Be on time and attend all lessons.
- ii. Use appropriate language at all times.
- iii. Wear uniform correctly (Sixth Form to follow dress code).
- iv. Have correct equipment for all lessons.

The most effective Academies tend to be those with the best relationships with parents and Guilsborough Academy will endeavour to keep parents well informed, to celebrate successes and positive behaviour and when behavioural issues have arisen. We have a web-based system parents can log into and view up to date information on behaviour, achievement and attendance for their child.

## The House System

Every member within the Academy contributes towards the House system, whether it be through upholding the Guilsborough Academy values, going that extra mile or participation within the numerous House competitions or leadership opportunities across a range of academic subjects.

The House system encourages building a team ethos, celebrating success and being part of a larger community. This in itself cultivating a sense of pride whilst increasing pupil confidence. The House system allows individual and team successes to be celebrated throughout the year.

There are four House's Everdon, Rockingham, Salcey and Whittlebury (Forest theme), the students have actively engaged in establishing our Houses and will continue to do so.



## Rewarding Positive Achievement and Attendance

**At Guilsborough Academy we wish to celebrate the achievements of both individuals and groups. Every person should have their success acknowledged, whether it has happened in school or out of school; be it academic, musical, artistic sporting or social.**

The approach is rooted in the idea that students make choices about their behaviour. If they choose to behave well, they are rewarded. If their behaviour is inappropriate, they will receive a sanction. Students should know that all staff use rewards and sanctions consistently. At Guilsborough Academy we expect the best from our students at all times and we are rarely disappointed. We feel it is important to show that we care about our students by recognising the good things that they do. Parents are encouraged to e-mail the school to celebrate the achievements which their children have been involved in outside of school so that we can praise at school also.

We aim to reward students on a regular basis in order to reinforce good work and progress, to increase motivation and enthusiasm, boost self-esteem and self-confidence and encourage students to try harder and progress further. Frequent praise and reward for excellent attendance and achievement are features of learning and teaching at Guilsborough Academy, so that students receive recognition for their positive contributions to Academy life. House points are collected by students through the academy's management information system to ensure this information is shared between students, parents and carers, form tutors and Heads of Year. Depending on the achievement, different amounts of house points can be awarded by a member of staff. House point achievement is recognised and rewarded through our pyramid of rewards – the greater the number of House Points or the achievement, the higher the level of reward.

## Opportunities for Students

**Students have many opportunities to show their leadership skills and qualities in school, and they are regularly rewarded for them.**

### **Student leadership opportunities across the school**

Students have a variety of opportunities to develop their leadership skills across the school and to be involved in making decisions that affect the whole of the school.

The Student Leadership Team is led by our Head Students in Key Stage 5 and gives the opportunities for students in Key Stages 3 and 4 to participate through the Student Development Team and the House Councils:

- Students in Years 10 and 11 can apply and are interviewed to sit on one of 5 committees to represent the views of the peers on specific areas of our Academy.
- Students in Years 7, 8 and 9 can stand to represent their peers on their House Council (2 representatives per tutor group).

Additional opportunities such as acting as Student Leaders, School Ambassadors and Peer Mentoring also arise throughout the academic year and students in Key Stages 4 and 5 are able to apply and are interviewed for these specific posts as and when they arise. These roles include aspects such as acting as our front of house at parent events and whole school events as well as leading events within school including duty, assemblies and supporting in year 7 and 8 tutor groups.

### **Music in assemblies**

All Students from year 7 to 13 have the opportunity to perform in year group assemblies. The music department encourage this as much as possible and it is lovely to see the students perform but also the reaction these students get from the rest of the school!

### **Cross curricular days and activities week**

All of our students have many opportunities to experience curriculum enrichment activities throughout the school year including our regular Life Skills days. Student feedback from these events has shown that the students really enjoy these opportunities and are keen to try new experiences. External practitioners are also involved in these cross curricular days and the students value their input greatly.



### **Special events**

Special days and visiting speakers punctuate the year. British values and life experiences are central to our desire as a school to develop well rounded students.

### **Uniform free charity days**

Charity days are a core activity for the Student Leadership Group and one which they take very seriously. The aim is to raise awareness of certain charities; local, national and international as well as raise funds for them on the way. They are also involved in leading events like face painting, cake sales and wearing wellies to school to help achieve their aims.

### **Extra-curricular activities**

Across the school there is a fantastic range of activities and events that are available to the students. These range from sporting activities to music, drama and art activities clubs to table top gaming and clubs that are based within the Learning Resource Centre. Many students regularly attend these activities and develop a wider range of friends as a result of this. The opportunities that students receive as a result of our extra-curricular clubs activities enable them to develop a wide range of social experiences and develop into mature, well-rounded individuals.

### **Educational trips and residential visits.**

The huge range of educational and residential visits are arranged to cater for all of our students during their time with us. Trips are always oversubscribed and places very keenly sought after; examples of trips that may be on offer include visits to London and various Universities (including Oxford and Cambridge), Wimbledon, Maths challenges and a year 7 trip to the Frontier Camp . Residential visits in the past have included skiing in the United States, a Spanish trip, geography and science field trips and the World Challenge.

## **Student Support**

All students have access to a wide support network in the Academy. Students with concerns can speak to any member of staff and can see their Tutor or Year Leader or a member of the Student Support Team before school, at break, at lunch time or after school. The Student Support Team will communicate with Form Tutors/Heads of Year to ensure that they are aware of issues and where necessary to follow up further if required. Sometimes an appointment may be necessary if longer is needed to discuss a concern.

In addition to this Guilsborough Academy monitors students whose behaviour causes concerns and organises appropriate support to meet their individual needs. This support is differentiated in order to help an individual fulfil their behavioural and/or academic potential and might include:

- Contact with parents/carers in the early stages of a problem
- Form Tutor
- Regular Academy reviews to identify those students most at risk, included as part of regular academic progress reviews
- Assertive or Peer mentoring
- Meet and Greet sessions
- Restorative Conversations
- Social passport (where social time is organised for the student through a range of activities)
- Changes of teaching group or class
- Short courses on elements of social, emotional and behavioural skills
- Support from our Think for the Future mentors
- Support from the community (e.g. PCSO)
- Referrals for specialist advice, either for individual students, or more generally, for whole Academy issues relating to behaviour and attendance
- School Counsellor
- Careers Advisor

- Student Support Keyworker
- Outreach Worker
- Pastoral Support Plan (PSP) working with the family
- Child Concern meetings through the Early Help Assessment (EHA)
- Alternative curriculum considered
- Multi-agency support
- Personal Education Plan (PEP)
- Support from Children’s services
- Pastoral Support Programme
- Consideration for a ‘Managed move’
- Referral to the Academy’s SENCO with an IEP/student passport drawn up and additional in-class support
- Referral to Education and Inclusion Partnership Team (EIPT)



## Sanctions

### Three basic principles observed in managing behaviour

- Rewards – the Academy’s system for rewarding students who try hard, show commitment, and demonstrate clear improvement and progress.
- Identifying and not tolerating behaviour that is anti-social, dangerous or harmful to others AND their learning in the Academy community.
- Implementing strategies to deal appropriately with poor behaviour.

We want to be positive and reward our students wherever possible. However, sanctions will need to be applied if students behave in an unacceptable manner, either in a lesson or during social times.

**‘Positive Teaching’ strategies should be applied in between the issuing of all consequences.**

### Unacceptable Behaviour

Students will always be given a chance to reflect on their behaviour. They will be encouraged and helped to make apologies to other students or staff they may have offended; show they can keep to the Academy rules; or make suitable reparation.

Disciplinary action, in line with this policy, will be taken where students are found to have made malicious accusations against academy staff.

### Lesson time: Consequences for Disrupting Learning

The warning system detailed below is in place to ensure that students who are persistently disruptive are removed so that learning can progress effectively. It also allows for students to self-manage and take responsibility for their actions.



We believe in giving students, where appropriate, an informal reminder to enable them to self-manage but if a student is disruptive or holding up the learning, then we use our WARN, MOVE, REMOVE system.

STAGE	BEHAVIOUR
<b>WARN</b>	<b>Formal Warning:</b> Inappropriate behaviour preventing others from learning.
<b>MOVE</b>	<b>Teacher Intervention:</b> Following formal warning, the behaviour continues to distract others and prevent them from learning.
<b>REMOVE (Classroom)</b>	<b>Removal of students from classroom through department parking system following Warn and Move stages:</b> Further escalation of inappropriate behaviour preventing others in the group from learning.

For more serious behaviour issues it is possible that a student could be removed from department parking by the Director of Behaviour, a Head of Year or a member of the Senior Leadership Team to the re-engagement room. Where this happens, parents/carers will be informed and a more significant sanction may be given.

In extreme cases of poor behaviour such as bullying, refusal to follow instructions, threatening, racist, sexist or homophobic language, a student will be immediately removed from class and will work under the supervision in the re-engagement room or follow a restructured day. In some cases it may even be necessary to issue an internal exclusion or a fixed term exclusion.

### Social time

It is very important that students choose to behave well in social times as this is less structured. There are many clubs available for students to enjoy including table tennis, football, basketball, homework club. Although supervision is in place, students are trusted to behave according to the Academy rules. Where students fall short of expectations then Form Tutors and Heads of Year will manage the consequences between them.

### Report Cards

Report cards are an important part of the staged intervention strategies; a student can be placed on report to their Form Tutor, a member of the Student Support Team, Head of Year or a Senior member of staff. They are primarily a means of support (helping students to learn and develop good habits) but also provide an important means of monitoring a student. Parents will be informed if a student is placed on report.

### A Staged Approach to Supporting Students to Improve Behaviour

If a student continues to exhibit poor behaviour over a sustained period of time or following a serious or extreme behaviour incident, we use a staged approach to supporting students to address the issues impacting on their behaviour.

Head of Year Stage	SLT link Stage following an exclusion where concerns are raised the student is at risk of further exclusions	Behaviour Panel (formal meeting with Vice Principal and Assistant Principal) – student is at significant risk of further Fixed Term Exclusions	Governors' Review – student is at significant risk of Permanent Exclusion
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## Conduct Outside the School, on the Way to and From School, School Trips/Visits

The same rules that apply to students whilst in school in respect of their uniform and conduct also apply when they are on their journey to and from school and/or taking part in a school trip/visit. This is because we must protect and safeguard the welfare of our students regardless of the arena and the behaviour of our students, wherever it occurs, directly reflects upon the school reputation.

When dealing with an 'out of school' incident, students may be disciplined in school for misbehaviour when it has involved:

- Taking part in any school-organised/school-related activity.
- Travelling to or from school.
- Wearing school uniform.
- They are in some other way identifiable as a student at Guilsborough Academy.
- Their behaviour could have repercussions for the orderly running of the school.
- Their behaviour poses a threat to another student/member of the public.
- Their behaviour could adversely affect the reputation of the school.

Guilsborough Academy cannot be responsible for student behaviour when students are out of school, but will endeavour to investigate any incident which is reported to the school, where feasible, and to provide appropriate support. The academy will always co-operate with the police in any investigation of incidents which are thought to involve Guilsborough Academy students.

To support this process those students who arrive by bus in a morning must move directly onto school site and not venture into the local village.

## Prohibited Items

Guilsborough Academy follows the guidelines set out by the Department of Education in relation to screening, searching and confiscation. In accordance with this document the following items are banned and will trigger a search of a student without their consent:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, to cause personal injury to, or damage to the property of any person (including the student), to sell for personal gain/profit (e.g. sweets, drinks etc)
- Lighters/matches/tobacco products/e-cigarettes
- Solvents
- Any kind of imitation weapon

Students must not store/post images, statements or videos that may be perceived as being detrimental to the school or be regarded as bullying or harassment towards students/staff. This includes the storage/postings on mobile phones and any social networking/web based sites e.g. Facebook/twitter

### Searches

The Academy Leadership team (or member of staff accompanied by a witness, with authorisation from the academy leadership team) will lead this aspect of the behaviour policy and they are authorised to search bags, uniform and lockers. The Academy will exercise discretion over any behaviour perceived as anti-social or in any way harmful to the health, safety and welfare of other individuals or the wider Academy community.



Senior Staff have the power to search, without consent, for any prohibited item. This enables Senior Staff to perform a personal search involving the removal of outer clothing and searching of pockets, but not an intimate search going further than that which only a person with more extensive powers (e.g. a police officer) can do. Such a search includes emptying a student's bag and turning out their pockets.

The Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so. School staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Knives, weapons and other illegal items will be passed to the police. Stolen items will be returned to their correct owner. Other items identified above (alcohol, tobacco, etc.) will be disposed of. This means that schools can dispose of tobacco, lighters, vaping equipment and alcohol as they think appropriate, but this should not include returning it to the student. Where controlled drugs are found, these must be delivered to the police as soon as possible, but may be disposed of if the school thinks there is a good reason to do so. Other substances which are not believed to be controlled drugs (e.g. 'legal highs') can be confiscated where the school believes them to be harmful or detrimental to good order and discipline. Fireworks found as a result of a search may be retained or disposed of, but they should not be returned to the student. Where a pornographic image is discovered, the school may dispose of the image unless its possession constitutes a specific offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the police. Other items banned under the school rules will be either returned to the student or kept for parental collection, at the discretion of the school. A senior member of staff may examine any data or files on any electronic device if they think there is a good reason to do so as long as doing so will not cause a criminal offence. Following an examination, if the person has decided to return the device to the owner, or to retain or dispose of it, they may erase any data or files, if they think there is a good reason to do so. In determining a 'good reason' to examine or erase the data or files the staff member must reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules. If inappropriate material is found on the device the senior member of staff should then use their discretion as to whether or not they should delete that material, retain it as evidence (of a criminal offence or a breach of school discipline) or whether the material is of such seriousness that it requires the involvement of the police. Parents will be informed of any search.

If a student does not comply with a search the Academy Leadership reserve the right to involve the police for support.

## Working with Parents/Carers

Managing behaviour at Guilsborough Academy is more likely to be effective if we can work with parents/carers as partners in the education process. Parents/carers need to be assured that the school's way of managing behaviour is well thought out, fair and effective. It is important to have clear procedures for contact between parents and school staff.

The school places clear emphasis on the importance of working with parents/carers as partners and will ensure that parents/carers are informed about school procedures for acknowledging appropriate behaviour or reacting to inappropriate behaviour through:

- The Student Planner
- Telephone calls
- Meeting with parents/carers
- Letters home
- The school website
- Parents' evenings
- Text messages and e-mails



One important element of working with parent/carer or guardians is the role of the Student Support Team. This team is often the first point of contact, for parents/carers.

Other help for parents can be found at:

<https://www.nspcc.org.uk/globalassets/documents/advice-and-info/positive-parenting.pdf>  
[http://www.barnardos.org.uk/what\\_we\\_do/our\\_work/parenting\\_supporting.htm](http://www.barnardos.org.uk/what_we_do/our_work/parenting_supporting.htm)

## Detention

The Education Act 2011 provides significant scope for schools to apply the disciplinary penalty of detention. Schools now have much greater flexibility to impose detentions without parental consent, which should help both in strengthening their authority and in using this key sanction in ways that are suitably responsive to local circumstances. However, it is important that these enhanced powers are used responsibly, taking appropriate account of a range of issues relating to the welfare and rights of staff, students and parents. This is particularly important where the detention would involve the child staying late or coming into school on a day when they would not normally be present. Despite the government removing the need for schools to provide parents/carers with a minimum of 24 hours' notice with regard to student detentions, we continue to do this for detentions outside of normal school hours unless a pre-agreement has been set up for some students in certain circumstances. The reason we are maintaining the minimum of 24 hours' notice is on the grounds of health and safety and safeguarding. Twenty four hours' notice should enable all parents/carers to make adequate arrangements for the safe journey home of students who have been detained.

Detentions are lawful when we have:

- informed students and parents/ carers that the school uses detentions, including detention outside school hours, as a sanction.

Detention is one of the available sanctions that the school uses to respond to poor behaviour or the need to address issues around engagement and student progress. Detentions need to be productive as well as being used as a form of punishment. They should be used to support learning and catch up on missed work. School staff have a statutory power to put students aged under 18 in detention after school sessions, and on most weekend and non-teaching days: the school reserves the right to require students to attend a detention on a Saturday and during non teaching day.