



The Gainsborough
Academy
'High Expectations'

Behaviour Policy

&

Statement of Behaviour Principles

Approved by: Anna Leng (Principal) **Date:** 03/09/18

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Contents

1. Aims.....	3
2. Legislation and statutory requirements	3
3. Definitions	3
4. Bullying	4
5. Roles and responsibilities	5
6. Pupil code of conduct.....	5
7. Rewards and sanctions.....	6
8. Behaviour management.....	7
9. Pupil transition	8
10. Training.....	8
11. Monitoring arrangements	8
12. Links with other policies	8
Appendix 1: written statement of behaviour principles	9

1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in The Academy's community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires The Academy to have a written behaviour policy and paragraph 10 requires The Academy to have an anti-bullying policy.
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying policy online.

This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform (Please see the students planners or our website for the uniform guidelines).
- Use of mobile phones - Mobile phones are allowed on school site but must be turned off and in the student's bag. They may be used at the discretion of the classroom teacher as a tool to enhance learning. The Gainsborough Academy does not accept any liability for lost, stolen or damaged phones, either in school or on extra-curricular activities.
- Energy Drinks and Soda drinks e.g. Coke, are not allowed in The Academy.

Serious misbehaviour is defined as:

- Repeated breaches of The Academy rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member 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 pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching

Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of The Academy's approach to preventing and addressing bullying are set out in our anti-bullying policy.

5. Roles & Responsibilities

5.1 The Governing Board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The Headteacher

The headteacher is responsible for reviewing and approving this behaviour policy. The headteacher will ensure that The Academy's environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on The Academy's CONNECT system

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform The Academy of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Pupil Code of Conduct

Pupils are expected to:

- Attend The Academy regularly, on time and fully equipped.
- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around The Academy
- Wear the correct uniform at all times

- Treat the school buildings and school property with respect
- Accept sanctions when given
- Refrain from behaving in a way that brings The Academy into disrepute, including when outside The Academy.

7. Rewards & Sanctions

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Words of praise
- A cause for praise (CFP)
- Phone calls or letters home
- Written praise through positive postcards.
- Special responsibilities/privileges
- Work to be displayed around The Academy.
- To be awarded certificates and prizes in end of term assemblies.
- To be given an award at the end of year Award's Assembly.
- Gold, Silver, Bronze Awards.
- Effort Ranking. All students are given an effort score and ranked against their peers. Those with a good effort rank will be rewarded.
- Attendance rewards.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A warning.
- To be moved to a different seat.
- Cool off period.
- Sent to the sanction room.
- A detention (break, lunch or after school)
- To be sent to your Head of Year/SPM.
- Your parents to be contacted.
- To be moved classroom groups.
- To be excluded from lessons under supervision
- To be excluded from school for a period of time
- To be excluded from school permanently.

We may use the isolation room in response to serious or persistent breaches of this policy. Pupils may be sent to the sanction during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

Pupils who do not attend a given detention, will be issued with a Headteacher's detention, failure to attend a Headteacher's detention attend they will be placed in the isolation room.

7.2 Off-site Behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing The Academy, such as on a trip or on the bus on the way to or from The Academy.

7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy. Please refer to our safeguarding policy for more information on responding to allegations of abuse. The Headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour Management

8.1 Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

8.2 Physical Restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated.

These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to The Academy's discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Pupil Support

The Academy recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The Academy's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Pupil Transition

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour, as part of their induction process. Behaviour management will also form part of continuing professional development.

11. Monitoring Arrangements

This behaviour policy will be reviewed by the Headteacher and full governing board every year. At each review, the policy will be approved by the Headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board every year.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-bullying policy

Appendix 1: Written Statement of Behaviour Principles

The Gainsborough Academy Behaviour Policy seeks to encourage pupils to make positive choices. We expect that pupils will meet the expectations of this policy and that parents will support the Academy in maintaining a positive approach to behaviour. We are all members of the school community and it is expected that everyone acts with consideration and courtesy for others at all times.

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Principal every year.