



# The Orme Academy

EMPOWERING LEARNERS FOR LIFE

## Behaviour Policy

**Effective from 1<sup>st</sup> September 2020**

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**Our Aims are:**

**To make quality learning and teaching our first priority.**

**To ensure all students are safe and able to learn.**

**To ensure that everyone is challenged and supported to be the best that they can be.**

Our behaviour policy is designed to support these aims. The basis of our policy is positive: we wish to “catch students being good” and reward them for it. However, on occasions, students may behave inappropriately and will be dealt with accordingly.

It is the responsibility of every member of the school community to maintain a positive, purposeful and calm environment around the school. Our behaviour policy aims to support and promote good behaviour for learning by developing a sense of community amongst staff and students, based on shared values. The goal is to maintain a disciplined climate for learning that underpins every aspect of school life, enabling teachers to teach, students to learn and drive forward our vision of ‘Empowering Learners for Life.’

Students are responsible for their own behaviour. Consequences will result from their choices – be this rewards or sanctions.

Students, parents/carers and school staff share the responsibility to ensure that learning is not disrupted due to bad behaviour.

We do not tolerate anti-social behaviour in any form. However, we realise that such behaviour could be attributed to a combination of inter-related factors. Therefore, we will work closely with the student and parents/carers to develop strategies which can be adopted by both home and school to help the student overcome their problems within a consistent and secure environment.

Developing excellent behaviour for learning at The Orme Academy is based on the following five principles:

- All staff acting as role models for the behaviours and attitudes we seek to develop in students.
- Explicitly teaching the behaviours and attitudes we seek to develop in our students, recognising those students who consistently behave in a positive way together with those who demonstrate improvements.
- Creating an emotionally intelligent environment, where positive staff – student relationships are based on mutual respect and a calm, compassionate and resilient approach.
- Encouraging a consistency of response to both positive and negative behaviour.
- Restorative approaches to managing behaviour used by staff when a problem arises, which both rely on and encourage the strength of staff-student relationships.

### **Developing excellent Attitudes to Learning in the classroom**

At the core of our work is our ‘Attitude to Learning’ criteria, which provides clarity over the behaviour and attitude we are expecting of our students. It is important that this is part of the language used in every lesson, being displayed and explicitly referred to by staff. This will ensure students are clear on what makes an outstanding ‘Attitude to Learning’ for that lesson, as well as the opportunity to reflect and to be able to target areas for improvement. We will monitor closely ‘Attitudes to Learning’ in lessons.

This will involve: how well equipped students are; their punctuality to lessons; how quickly they start their work and how they continue to work throughout lessons. Additional rewards will be given to students who show consistently good 'Attitude to Learning'. Appropriate support and sanctions will be used where a student's attitude to learning is preventing them from making good progress. (For ATL descriptors see Appendix 1.)

### **Rewarding consistently positive attitudes to learning**

At The Orme Academy we consider it to be important for praise and rewards to have a considerable emphasis within the school; therefore, students should expect to achieve recognition for their positive contribution to school life. However, the use of our school rewards systems should not be limited to those whose academic work is outstanding but should also be used as acknowledgement of hard work, determination, good citizenship, acts of kindness and other actions worthy of reward and nurture.

It is expected that good standards of behaviour are encouraged through the adherence to the Attitude to Learning criteria and supported by a balanced combination of rewards and sanctions. It is important to develop and maintain consistency in the application of the reward system. Merit points will be added automatically to the system for students who are engaged or highly motivated. Examples of rewards which staff are encouraged to use for academic achievement, appropriate behaviour and outstanding effort other than the merit system include but are not limited to; general praise and encouragement in lessons, praise through postcards and phone calls home, certificates, mentions in assembly and presentation evenings.

### **Consequences of poor behaviour**

All actions bring consequences and there are times when students do not get it right. The system of sanctions outlines specific responses to various behaviours and shows a clear line of escalation if necessary. (See appendix 2).

If a student's behaviour becomes an ongoing concern across a number of lessons in a subject, it is important that there is an increase in the response to quickly and effectively resolve the issue, with the class teacher and Subject Leader maintaining ownership and responsibility. If a student causes concern in several areas, the Form Tutor, Pastoral Support Officer and Head of Year will intervene and support where necessary.

### **Exclusions**

No Principal likes to exclude a student from school, but there may be times when this is necessary. If your child has been excluded it means that he or she will not be allowed to attend school for a fixed period of time due to the serious nature of their behaviour. The evidence required to exclude will need to meet the 'civil standard' of proof i.e. on the balance of probability, it is more likely than not that the student was responsible for the breach of school discipline.

There are a number of reasons that a child can be excluded from school but they can be summarised as follows:

- 1 - If they have seriously broken school rules
- 2 - Allowing them to stay in school would seriously harm their education or welfare, or the education or welfare of other students

Work will be set for your child if excluded for longer than one school day.

Your child cannot be given fixed period (non-permanent) exclusions which total more than 45 school days in any one school year.

If your child receives 15+ days exclusion in one term then a meeting of the Academy Council will be called to discuss whether or not your child should be re-admitted.

**We will contact you on the day an exclusion is given and follow up with a letter including information on:**

- the period and reason for exclusion;
- your duty during the first five days of any exclusion to ensure that your child is not present in a public place during normal school hours, whether in the company of a parent/carer or not
- readmission arrangements including a re-integration meeting with yourself and your child.

**Permanent exclusions**

Permanent exclusion is typically a last resort, after trying to improve the student's behaviour through other means. However, there are exceptional circumstances in which the Principal may decide to permanently exclude a student for a 'one-off' offence, these include but are not limited to serious physical assault, being in possession of an illegal substance or weapons on site.

**If your child has been permanently excluded, be aware that:**

- the school's academy council is required to review the Principal's decision and you may meet with them to explain your views on the exclusion
- if the academy council approves the exclusion, you can appeal to an independent appeal panel
- we must explain in a letter how to lodge an appeal
- the local authority must provide full-time education from the sixth day of a permanent exclusion

**Incidents that typically will lead to fixed term or permanent exclusion include:**

- Physical assault against a student including fighting
- Physical assault against an adult
- Verbal abuse and threatening behaviour against a student
- Verbal abuse and threatening behaviour against an adult
- Abuse against sexual orientation and gender identity
- Abuse relating to disability
- Instigating violence even if not directly being violent
- Bullying
- Racist abuse
- Sexual misconduct
- Theft
- Damage to property
- Serious challenges to authority
- Persistent disruption of learning
- Serious breaches of the ICT code of conduct
- Inappropriate use of social media or online technology
- Deliberate misuse of the fire alarm
- Wilful and repeated transgression of protective measures in place to protect public health
- Drug and alcohol related incidents – this may include the abuse of a legal substance
- Possession of /or dealing with drugs at school

- Possession of a weapon, including replica weapons
- Making malicious allegations against a member of staff
- Inciting others to breach the school rules
- Behaviour that endangers themselves or others
- Behaviour which brings the school into disrepute and tarnishes the reputation of the school, even if this behaviour occurs outside of school time/hours
- Recording/filming any of the above incidents

**Internal Exclusion (Reflection)** is a sanction which is to be considered one step from an exclusion. Reflection can be used to defuse situations or deal with issues that occur in schools that require a student to be removed from class but may not require removal from the school premises. The Reflection room is a designated area within the school, with appropriate support and supervision.

### **Uniform**

All students will attend in full school uniform. Wearing correct school uniform, correctly at all times is key to a student's learning and to that end we will ensure this happens through both praise and sanctions. If a child arrives at school in incorrect uniform then parents will be contacted in order to attempt to solve the problem with their support. If a student attends school in incorrect footwear then they will be expected to wear school provided shoes until appropriate footwear is obtained. If a student refuses to wear correct uniform or uniform correctly then sanctions will be employed in order to help correct this. It is expected that students will wear their uniform correctly on the entire journey to and from school. A special emphasis will be made, before and after school in the local community, in order to ensure that the school uniform is worn in the correct manner.

### **Smoking**

The school operates a strict no smoking policy. This includes within the school buildings and grounds as well as on the way to and from school whilst in school uniform. This includes the use of e-cigarettes and vapes.

### **Sanctions**

- In the first instance, students found smoking will be searched and have all smoking paraphernalia confiscated. This will be kept in school until parents collect or we are asked to dispose of the item/s.
- The student will receive a 60 minute detention.
- If students are caught smoking a second time this will result in an Internal Exclusion.
- Further offences will result in Fixed Term Exclusions.

### **Confiscation of student's property**

There may be occasions where the need arises for staff to confiscate a student's property, for example, mobile phones, electronic watches or equivalent. If students are seen with any of these items in school or on any part of the school grounds, the item/s will be confiscated. All confiscated property will not be returned to the student and will be returned only to parent/carer except in exceptional circumstances as agreed by a member of SLT. Staff are not responsible for the loss or damage of confiscated items.

### **Searching Students**

## **The power to search students without consent**

In addition to the general power to use reasonable force staff may conduct a search for the following prohibited items: (though this list is not exhaustive)

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Cigarettes and vapes
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

## **Payment toward damages**

If a student causes damage to anything in school then they will be asked for a contribution towards the cost of any repair. This may apply even if the damage is accidental.

## **Reasonable Adjustments to Sanctions**

All sanctions will be reasonably adjusted with regard to identified diagnosed disabilities in consultation with the SENCO and the school's educational psychologist.

## **Additional Information**

This policy applies to all school related activities including visits, residential and extracurricular events. This also includes the journey to and from school. Other out of school incidents may be considered if the Principal believes that they will have a serious impact within school. This would include behaviour which brings the school into disrepute or tarnishes the reputation of the school.

This document should be read in conjunction with:

1. Anti-Bullying Policy
2. Attendance Policy
3. Learning and Teaching Policy
4. Single Equality Scheme
5. ICT policy
6. Safeguarding policy
7. Acceptable Use Policy

## **Monitoring and Evaluation**

We will be monitoring this policy through analysis of data, quality assurance procedures and through reports to the Academy Council.

Appendix 1

**Attitude to learning**

<b>Attitude to Learning (AtL)</b>			
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>HIGHLY MOTIVATED</b>	<b>ENGAGED</b>	<b>PASSIVE</b>	<b>DISENGAGED</b>
<b>2 merits</b>	<b>1 merit</b>	<b>1 demerit</b>	<b>2 demerits</b>
<ul style="list-style-type: none"> <li>• Excellent focus</li> <li>• Seeks challenge</li> <li>• Perseveres</li> <li>• Asks questions to extend thinking</li> <li>• Approaches learning with an active interest</li> <li>• Invites feedback</li> <li>• Responds positively to praise and critique</li> <li>• Reviews own progress</li> <li>• Seeks own solutions to problems</li> <li>• Organises time effectively</li> <li>• Sets an example</li> <li>• Takes responsibility</li> </ul>	<ul style="list-style-type: none"> <li>• Good focus</li> <li>• Responds positively to challenging activities</li> <li>• Completes all work set to a good standard</li> <li>• Answers questions</li> <li>• Shows a desire to improve</li> <li>• Takes action based on feedback</li> <li>• Seeks help when needed</li> <li>• Organises time well</li> <li>• Follows instructions</li> <li>• Shows kindness, consideration &amp; respect</li> <li>• Listens carefully</li> </ul>	<ul style="list-style-type: none"> <li>• Not always focused</li> <li>• Avoids challenging tasks</li> <li>• Not always working hard</li> <li>• Sometimes attempts to act on feedback</li> <li>• Requires close supervision to complete tasks</li> <li>• May distract others</li> <li>• May be off task</li> <li>• Shows a lack of effort at times</li> </ul>	<ul style="list-style-type: none"> <li>• Shows little focus</li> <li>• Work is incomplete or inadequate</li> <li>• Does not attempt to act on feedback</li> <li>• Responds negatively to praise or critique</li> <li>• Needs pressure to attempt learning tasks</li> <li>• Does not engage unless closely monitored</li> <li>• May refuse support</li> <li>• Does not listen</li> <li>• Distracts others</li> <li>• Disrupts the learning environment</li> </ul>

## Appendix 2

### Behaviour pathway

