

# St Anne's Academy

## Behaviour Policy

<b>Reviewed and approved by</b>	<b>Endorsed by (if appropriate)</b>	<b>Date of next review</b>
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# Behaviour Policy

## Introduction

The mission and philosophy of the Academy is:

- To be an inspirational community for life long learning, underpinned by Christian faith, values, principles and ethos
- To be an inclusive centre of learning
- To recognise the unique value and individuality of every person and to provide personalised learning routes, coaching and support for everyone
- To model high expectations
- To assist and support the regeneration and transformation of the local community.

This policy, and its associated procedures and protocols, is based on these key principles.

All references in this document to the Local Authority/School means the Governing Body of St Anne's Academy.

## Policy Principles

St Anne's is committed to providing an environment where all people can feel safe, happy, accepted and integrated. It is important that an orderly framework should exist within which effective teaching and learning can take place.

St Anne's also holds an important position in the wider community, educating the young people of tomorrow in a way which will ensure that they take a positive and proactive role within their community in the future. Students need to demonstrate: good conduct, smart appearance, positive attitudes and behaviours.

## Aim

The aim of the Behaviour Policy is to determine the boundaries of acceptable and unacceptable behaviour, the hierarchy of rewards and sanctions and how they will be fairly and consistently applied.

Overall, the policy will:

- promote self-discipline and proper regard for authority among students
- encourage good behaviour and respect for others
- prevent all forms of bullying among students
- ensure students' standard of behaviour is acceptable
- regulate students' conduct

Students should be encouraged to develop:

- *Respect for others*; their feelings, opinions, faith, cultures, limitations and the right to their individuality.
- *Respect for themselves*; pride in their own achievement and that of others within St Anne's, high standards of dress and behaviour and the desire to produce their best work at all times.
- *Respect for the environment*; their own, St Anne's and other people's property and the community in which we live.
- *Respect for the future*; the belief that we can all make a difference by our contribution to the local, national and global community.

## Expectations:

### Staff

Staff are expected to draw on the following principles of good practice:

- **Setting high standards from the start**  
Setting high standards from the start in order to help students establish excellent punctuality, attendance and behaviour. Involve parents in the process through appropriate communication.
- **Prompt intervention**  
Prompt intervention for lateness, unnecessary absence or poor behaviour as required.
- **Rewarding achievements**  
Rewarding achievements in punctuality, attendance and behaviour.
- **Supporting behaviour management**  
Supporting behaviour management and modification using an effective range of techniques.
- **Identifying and addressing underlying causes**  
Identifying underlying causes: additional needs, medical conditions, domestic issues or other.  
Addressing underlying causes through: learning support, family support and pastoral support.

## **Expectations:**

### **Students**

Excellent punctuality, attendance and behaviour can be reinforced through:

- Student Voice: Student Council, Assemblies, Form sessions.
- Academy Code of Conduct - following the Good Conduct Guide (see appendix 1)
- Prefect System

### **Parents**

St Anne's encourages parents to support excellent punctuality, attendance and behaviour through:

- parent meetings
- reviews
- student planners
- newsletters
- home-school agreements (see appendix 3)

## **Responsibilities:**

### **Staff / Class Teacher Responsibilities**

All staff have a role in effective behaviour management in the Academy.

Class Teachers are responsible for leading behaviour management within their classroom / lesson.

### **Classroom Management Responsibilities**

All teachers, as part of their own classroom management strategies, should make every effort to resolve any discipline problems themselves, as and when they arise.

Planning for quality first teaching may help to minimise and reduce negative behaviour incidents.

All staff are expected to deal with the following in the first instance:

- Attendance and punctuality to lessons
- Equipment
- Organisation of work
- Monitoring of effort and achievement
- Monitoring of homework
- Eating and drinking in class
- Uniform infringements
- Manners
- Litter / lack of care for the environment
- Bad language
- Low level disruption

**Staff should record all negative behaviour events fully, including consequences and follow ups, using IRIS – the Academy's electronic behaviour management system (see appendix 4).**

## Low Level Disruption

Staff should pay particular attention to behaviour/s that lead to low-level disruption.

All staff are expected to deal with low-level disruption at an early stage.

Typical features of this sort of behaviour include students:

- Talking and chatting unnecessarily
- Disturbing other students
- Calling out
- Purposely making noise to gain attention
- Being slow to start work or follow instructions
- Not getting on with work
- Fidgeting or fiddling with equipment
- Swinging on chairs
- Showing a lack of respect for each other and staff
- Not bringing the right equipment
- Using mobile phones or other electronic devices inappropriately
- Engaging in any other low-level behaviour/s that disrupt teaching and learning

**Incidents of negative behaviour which cannot be dealt with by the classroom teacher should be referred to the Course Director / Subject Leader in the first instance, before they are escalated further.**



### **Course Director / Subject Leader Responsibilities**

Course Directors are responsible for leading behaviour management within the Department and supporting staff with behaviour issues.

Course Directors will use IRIS to monitor all Department incidents on a regular basis and ensure that all incidents are resolved and followed up consistently and appropriately.

### **Year Director Responsibilities**

Year Directors are responsible for leading, monitoring and managing behaviour within the relevant Year Group, and assisting staff with behaviour management issues that are not resolved at Department / Subject level.

Year Directors will use IRIS to monitor all incidents regularly in order to identify patterns of behaviour, including curriculum hot spots and persistent offenders. They will offer support appropriately.

All staff should refer students to the relevant Year Director in the first instance for the following serious behaviours:

- Fights between students
- Theft
- Vandalism
- Graffiti – on school site
- Truancy
- Smoking / drug abuse / alcohol abuse
- Any other serious misbehaviour

### **Senior Leadership Responsibilities**

SLT are responsible for the strategic leadership of behaviour in the Academy.

Incidents which cannot be dealt with by the Course Director / Subject Leader or the relevant Year Director should be referred to the Strategic Leadership Team.

All staff should refer students to a Senior Leader for the following extremely serious behaviours:

- Use of obscene / offensive language (swearing) directed at a member of staff
- An assault on a member of staff
- A serious assault on another student

## **Behaviour for Learning Responses:**

### **Class Teachers**

Class Teachers will employ a range of strategies, including the following examples:

- Meet and Greet to promote a positive start to lessons and learning
- Verbal Reprimand / 1<sup>st</sup> Warning
- Verbal Reprimand / 2<sup>nd</sup> Warning
- Move Seat / review of seating plan
- Time Out (max 3 mins)
- Class Teacher Detention/s e.g. loss of break/lunch or after school
- Buddy or Exit System - buddied or exited within Department for lesson or series of lessons
- Negative Contact Home: note in planner or phone call home
- Resolution Meeting with Class Teacher (Restorative Approach)

### **Course Directors / Subject Leaders**

Course Directors / Subject Leaders will employ a range of strategies to support staff in Departments, including the following examples:

- 'Sweep' corridors between lessons to promote a positive start to lessons and learning
- Department Detention
- Removal to BSU (Seclusion)
- Resolution Meeting with Class Teacher and Course Director
- Department Subject Report (monitored by Course Director)
- Direct Department resources e.g. Mentor, to support behaviour of students in class or in groups
- Subject Withdrawal to BSU (for agreed period)
- Meeting with parent/carer with Class Teacher and Course Director

### **Year Directors**

Year Directors will then employ a range of strategies to support colleagues in Departments, including the following examples:

- Form Tutor report
- Year Detention
- Isolate in BSU
- Round Robin rapid review
- Meeting with parent/carer with appropriate staff
- Year Director or Extended Leader Report

Please note these are not exclusive or exhaustive lists. Staff will manage behaviour using other strategies as appropriate.

## SLT

SLT will employ a range of strategies to support all staff:

Behaviour for Learning is a regular agenda item during the Strategic Behaviour Meeting held on Wednesday mornings and appropriate behaviour management support will be directed through these meetings.

- Meeting with parent/carer
- SLT detention
- SLT Report
- Behaviour Modification (Behaviour Support Team)
- Internal Exclusion (IEU)
- External Exclusion (Partnership School)
- Personalised Curriculum
- Modified Timetable
- Alternative Provision
- Fixed Term Exclusion
- PSP (Personal/Pastoral Support Plan)
- CAF (Common Assessment Framework)
- Respite provision (PRU)
- Managed Move Transfer
- Permanent Exclusion

## **IMPORTANT POINTS**

All behaviour incidents will be recorded promptly and in detail via Academy systems (IRIS). A full picture of student behaviour is needed for purposes of data recording including trend analysis.

Any matter escalated to the Strategic Leadership Team will [usually] result in parents being informed.

In the event of a very serious incident which threatens the safety and / or welfare of other students or staff, the student will serve a period of Fixed Term Exclusion.

On occasion, extremely serious incidents may result in Permanent Exclusion. Permanent Exclusion may also be issued as a result of persistent or progressively unmanageable behaviours.

**Support for Learning [SFL]** on-call system operates Period 4 and 5 to support behaviour for learning.

Note: Only Course Directors / Subject Leaders and Year Directors should contact Student Services to request Support for Learning.

### **Learning Support Unit**

The Learning Support Unit operates as a learning support base to complement learning provision offered by the SEND team. It works proactively with a wide range of students to address individual needs and circumstances and to personalise provision.

### **Behaviour Support Unit**

The function of the Behaviour Support Unit is an internal seclusion facility to sanction students for negative conduct. Students are normally booked into this base (via Strategic Leadership Team, Year Director or Course Director). Students are sometimes picked up during the day as a result of a Support for Learning call or for extreme behaviours, as outlined above.

For persistent offenders the Academy will seek a placement through the Pupil Referral Service as an alternative to Fixed Term Exclusion.

### **Internal Exclusion Unit**

The Internal Exclusion Unit operates as an alternative to Fixed Term Exclusion.

## Appendix 1: The Good Conduct Guide

**These are the basic expectations and standards expected of all students at all times in St Anne's Academy.**

Our Code of Conduct is based on respect, and the fact that all of us have rights and responsibilities. All students have the right to learn and are responsible for their own actions and all teachers have the right to teach without disruption.

### Respect:

- follow the Golden Rule: treat other people the way you would want to be treated yourself
- talk to others politely, without shouting, swearing or using inappropriate language
- show care and consideration for all others at all times
- be kind and help those in need – you never know when you may need help yourself
- set a positive example at all times
- respect the Academy and your staff: no chewing, smoking, graffiti or vandalism is allowed on Academy grounds at any time; respect all staff at all times: do not swear at staff and do not say 'no' – defiance isn't tolerated

### To and From the Academy:

- remember that you are an Ambassador for the Academy at all times
- be a good neighbour and care for our community, the local areas and everything in them
- arrive on site at or before 8.25am and be on time for morning registration at 8.30am
- wear your full uniform with pride at all times and follow the uniform code
- make sure you bring the correct equipment and books you need to learn with you every day to every class - use your school bag and the locker provided to help you be equipped for learning – pen, pencil, ruler
- if you use a School Bus or public transport enter and exit in an orderly fashion and show others how to behave properly

### In Class and around the Academy:

- follow staff instructions first time – do not argue or answer back, but remember to say please and thank you
- listen and learn - that's what you are here for
- do not disrupt teaching and learning by shouting out or distracting others
- work with a positive attitude at all times
- always try your best, even if you make a mistake or get something wrong – never give up
- do not distract yourself or others by using electrical equipment such as mobile phones, iPods etc
- remember to meet our uniform expectations: have your blazer with you at all times, make sure you always wear your tie or neckerchief, and only wear black school shoes
- only visit your locker before and after school, and at Break or Lunch times – do not use lockers during lessons
- if out of class or on a job always carry a pass or note

### In Form Time and Assembly:

- arrive to Form and Assembly on time
- ensure your homework diary/planner is used efficiently and is signed and dated every week
- fill in your diary/planner regularly and complete the attendance and other sections every week
- enter and leave Assembly in silence
- take part in Assembly and tutor time while respecting the right of others to worship freely

### Out and About:

- walk on corridors in a quiet and orderly manner, keeping to the left
- line up quietly and orderly, wait outside classrooms until you are greeted and invited to enter
- knock on doors and wait for a response; also, be nice and hold doors open for others
- leave rooms and areas/spaces neat and tidy – clean up after yourself and help others do the same
- leave toilets as you hope to find them, clean and tidy
- outside, keep to paths and designated areas and put rubbish/litter in bins
- listen out for bells and come in on time to be sure you will not be late
- above all, respect the Academy and its buildings – have pride in your school and help look after it

### Break and Lunchtime:

- stay on site, do not leave
- behave in a positive manner, with no silliness or messing around
- queue up quietly for food, be polite, and clear rubbish when finished
- don't take food out of designated areas
- remember, it's your responsibility to return to class on time



## Appendix 2: Uniform Guide and Dress Code

### Girls:

- Blazer with Academy crest
- Black tailored trousers or box pleat skirt
- White shirt
- Academy scarf or tie
- Black jumper (optional)
- Black or white socks or tights
- Black flat sensible shoes

### For PE & Games:

Academy polo shirt with logo  
Black shorts or plain black track suit bottoms  
Socks  
Trainers  
Appropriate sports bag – the Academy can supply this at cost price

### Boys:

- Blazer with Academy crest
- Black tailored trousers
- White shirt
- Academy tie
- Black jumper (optional)
- Black socks
- Black flat sensible shoes

### Optional Items for PE & Games

Academy Hooded Jumper  
Academy Waterproof Jacket

### Equipment

Bag  
Student Planner  
Pen, Pencil, Ruler

### Outdoor Clothing:

An outdoor coat may be worn to the Academy. Hooded tops, tracksuit tops and baseball caps must not be worn inside the Academy building. All students are expected to bring a bag, the student planner and correct equipment to the Academy every day.

**Shoes:** All students should wear traditional black school-type shoes. By 'traditional black shoe' we mean a formal black shoe that can be polished and one that would be worn with a smart suit or uniform in a professional business setting. Casual shoes, other 'fashion' shoes, shoes with markings or 'flashings' on the side, shoes with a trainer sole, trainers, pumps and boots are not allowed. 'Vans', 'Toms' and 'Ugg' boots are not allowed, but Kicker shoes are acceptable. Please be aware that students who present with inappropriate footwear will be expected to change into Academy shoes or pumps as a sanction and as a reminder of our expectations as per the Academy Behaviour Policy. Personal pumps are not allowed.

**Jewellery:** Students can wear a watch but no other jewellery is allowed for Health and Safety reasons. This means earrings, bracelets and necklaces are not permitted. It is not normally acceptable to cover any of these items with a plaster or bandage. We expect students to work with us to comply with our high standards. The exception to this rule is that Year 10 and Year 11 **only** are permitted to wear a pair of simple stud earrings (one stud in each ear) as a privilege. If this is abused then the privilege will be withdrawn. No hoops or spikes are allowed.

**Hair:** We expect all students to keep appropriate and professional hairstyles. No extreme hairstyle is allowed; this includes extreme cuts or styles and extreme colours; so unnatural hair colours are not acceptable and patterns or lines that may be associated with gangs or other tribal markings are also forbidden. A simple hair band in Academy colours (black, blue, purple or white) is allowed but hair fascinators such as flowers, bows or other embellishments are not part of the uniform and should not be worn. Please understand that we are not deliberately seeking to stifle creativity or expressions of individuality and do not believe our uniform policy does this; instead we want to encourage and foster a smart, positive and professional learning environment for all and help students to prepare themselves for future employment where they will have to observe and comply with strict dress codes.

**Make-Up and Nails:** To maintain a professional learning environment all students should remember that they attend school to learn and fulfil their academic potential. As such, make-up and face tan are not appropriate during school business hours and should not be worn. Coloured nail varnish and false nails should not be worn. Plain, clear, short, false nails are permitted.

**General:** All students are expected to wear full uniform at all times. This includes the blazer. Students wearing a tie should ensure that it is worn and tied correctly, of an appropriate length and that it covers a buttoned up top button. All students must ensure that their shirt is tucked in fully at all times. Socks should be black or white only. A grey or black v-neck jumper is the only addition to the uniform. No cardigans or hooded tops should be worn at any time inside the Academy building.

**Appendix 3:**

**Home-Academy Agreement**



Name: \_\_\_\_\_

The Academy will:	The Family will:	The Student will:
<ul style="list-style-type: none"> <li>✓ Provide a welcoming, safe and secure environment with high quality learning facilities underpinned by a Christian ethos</li> <li>✓ Deliver a curriculum which is stimulating, challenging, innovative, enjoyable and motivates students</li> <li>✓ Offer a range of enrichment activities to interest and engage students beyond the classroom</li> <li>✓ Set challenging individual targets for every student in each subject</li> <li>✓ Provide support for each student to help them make progress towards their targets</li> <li>✓ Respect the rights of all members of the Academy community</li> <li>✓ Communicate with parents regarding achievements or concerns to ensure that the Academy and Family work together</li> </ul>	<ul style="list-style-type: none"> <li>✓ Ensure that the student attends the Academy every day, on time and fully equipped</li> <li>✓ Support student progress and achievement by attending Parents' Consultations and other Academy events</li> <li>✓ Respond to Academy communications as appropriate</li> <li>✓ Support the Academy Ethos, Behaviour Code of Conduct, other Policies and Guidelines</li> <li>✓ Consent to the use of photographic evidence of Academy activities to celebrate achievements</li> <li>✓ Encourage the student to play an active part in the life of the Academy</li> <li>✓ Endorse the efforts of the Staff involved in teaching the student and those of the Pastoral and Support Staff</li> </ul>	<ul style="list-style-type: none"> <li>✓ Attend regularly and on time</li> <li>✓ Be fully equipped for every lesson</li> <li>✓ Complete classwork and homework to the best of their ability to ensure that good progress is made towards targets</li> <li>✓ Keep the Student Planner up to date with appropriate information</li> <li>✓ Wear the Academy uniform correctly and take pride in their appearance</li> <li>✓ Behave safely following the Academy Code of Conduct and other Academy rules</li> <li>✓ Treat all members of the Academy community with courtesy and respect</li> <li>✓ Represent the Academy in a positive manner whilst wearing the Academy uniform in the wider community</li> </ul>
<p>Signed on behalf of the Academy: _____</p>	<p>Signed on behalf of the Family: _____</p>	<p>Signed by the Student: _____</p>

## Appendix 4: Iris Descriptors



Descriptor	Meaning / Interpretation
<b>Level 1</b>	
<i>Chewing Gum</i>	Chewing gum
<i>Code of Conduct violation</i>	as per school rules inc negative attitude, bad manners, lack of respect, shouting, running, boisterous conduct etc
<i>Eating/Drinking in Class</i>	Eating/drinking in class or other prohibited areas
<i>Lack of equipment</i>	Not equipped for learning, as per subject requirements
<i>Late to Lesson</i>	Late, more than a few mins late, significantly late compared to peers
<i>Low Level Disruption</i>	Low level disruption of teaching and learning inc talking, distracting self and others, making inappropriate noise, calling out
<i>Uniform/Dress Code violation</i>	Incorrect uniform inc hair, shoes, make up, jewellery infringements etc
<b>Level 2</b>	
<i>Bad Language/Swearing</i>	Conversational, not directed
<i>Failure to attend Detention/Complete Sanction</i>	Not attending detention, inc forgetting
<i>Failure to Follow Instruction/s</i>	Deliberately failing to perform a task, or not in the way instructed by the teacher. <b>Not refusing</b> to follow instructions.
<i>Gambling</i>	Gambling or engaging in money games
<i>Lack of Effort</i>	Failure to try or attempt to complete work to the best of ability, inc work avoidance and idleness, being lazy
<i>Litter</i>	Dropping litter – anywhere
<i>Out of Bounds</i>	Student in restricted area e.g. staff toilet, staff room, offices, and other prohibited areas
<i>Persistent Low Level Disruption (within lesson)</i>	Repeated low level disruption, more than two times
<i>Poor Quality Work</i>	Failure to complete work to acceptable standard
<i>Selling</i>	Selling sweets, drinks or other foodstuffs or items, inc racketeering
<i>Smoking</i>	Anywhere on or directly outside site/school grounds, anytime
<b>Level 3</b>	
<i>Failure to Respect the Authority of the Academy</i>	Undermining staff and Academy authority, inc being argumentative, back chatting, challenging or questioning staff authority and walking away from staff when challenged
<i>Graffiti (in Subject Area)</i>	Graffiti to personal or school property within subject area
<i>Misuse of ICT</i>	Deliberate misuse or abuse of Academy ICT network, inc playing games, inappropriate searches or content
<i>Persistent Low Level Disruption (over lessons)</i>	Frequent and repeated disruption to teaching and learning
<i>Possession of Banned Item</i>	As defined by Academy e.g. laser pen, lighter, cigarettes, chewing gum
<i>Refusal to Follow Instruction/s</i>	Open and blatant non-compliance, defiance, including obstructive behaviour and failure to co-operate
<i>Truancy - Internal</i>	Internal truancy, inc Reg and Assembly as well as out of class without permission
<i>Use of Mobile Phone/Electronic Equipment</i>	Prohibited use or abuse of mobile phone or other devices i.e. during teaching and learning time or transition/movement between lessons





<b>Descriptor</b>	<b>Meaning / Interpretation</b>
<b>Level 4</b>	
<i>Damage</i>	Any damage inc vandalism
<i>Dangerous Behaviour</i>	Dangerous and reckless behaviour or conduct that undermines health and safety, inc setting off fire alarm, throwing water
<i>Exam Disruption</i>	Serious Disruption of official examination, inc exam infringements
<i>Fighting (other than serious assault)</i>	fighting, inc pushing, shoving, kicking, punching
<i>Graffiti (non Subject Area)</i>	Graffiti to school site or property
<i>Swearing/Obscene Language aimed at Student</i>	Swearing directed at student e.g. f**k off, you are a f**king etc
<i>Theft</i>	Stealing from students or staff/Academy
<i>Truancy - External</i>	External truanting, any offsite truanting, inc absconding from site
<i>Verbal Abuse/Threatening Language aimed at Student</i>	inc name calling and other verbal abuse between student/s
<b>Level 5</b>	
<i>Bullying</i>	All forms, inc cyber bullying
<i>Drug or Alcohol Abuse</i>	Inc actual or suspected misuse of illegal drugs or alcohol
<i>Physical Assault against a Student</i>	Serious assault, causing actual bodily harm, may be unprovoked or not inc fighting
<i>Physical Assault against an Adult</i>	any aggressive and unwanted contact, inc pushing, hitting, kicking
<i>Racist Abuse</i>	Actual or perceived racial abuse, inc language, images and actions
<i>Sexist Abuse</i>	Actual or perceived sexist abuse, inc language, images and actions
<i>Sexual Misconduct</i>	inc language/comments, and unwanted and inappropriate touching, also sexual harassment and possession of inappropriate materials e.g. pornography
<i>Swearing/Obscene Language aimed at Member of Staff</i>	Swearing directed at MOS e.g. f**k off, you are a f**king... etc
<i>Verbal Abuse/Threatening Language aimed at an Adult</i>	inc threatening and intimidating language directed to MOS