



George Spencer
Academy

Behaviour Policy

GEORGE SPENCER ACADEMY BEHAVIOUR POLICY

Sanctions Policy

Principles

The Governing Body believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. It seeks to create a caring, learning environment in the school by:

- promoting good behaviour and discipline;
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- ensuring fairness of treatment for all, with inclusion secured according to specific learning / behaviour need;
- encouraging consistency of response to both positive and negative behaviour;
- promoting early intervention;
- providing a safe environment free from disruption, violence, bullying and any form of harassment;
- encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the school's policy and associated procedures.

Roles and Responsibilities

- The Governing Body will establish, in consultation with the Principal, staff and parents, the policy for the promotion of good behaviour and will keep it under review. It will ensure that it is communicated to students and parents, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of behaviour.
- The Principal and the Leadership Team are responsible for the implementation and day-to-day management of the policy and procedures.
- All staff are responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support and consistency amongst all staff in the implementation of the policy is essential.
- The Governing Body, Principal and staff will ensure there is no differential application of the policy and procedures on any grounds including ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to and appropriately addressed.
- Parents and carers will be expected to work in partnership with the school to assist the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.
- Students will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

THE RIGHT TO TEACH, THE RIGHT TO LEARN

At George Spencer, we believe that the security provided by an established system of rules, routines, positive recognition and consequences is the necessary baseline for all teaching, learning and personal development.

At George Spencer:

- We teach and agree rules and routines with students through a planned Behaviour for Learning curriculum in Year 7. This includes being ready, communicating, discussing, treating each other with respect, teacher authority and co-operation and learning.
- We teach students the skills and attitudes they will need to carry them out.
- We teach students our rewards system when they work within the rules.
- We teach students our system of consequences if they do not.

Our Year 7 “Behaviour for Learning” curriculum also serves as part of our ‘Active Citizenship’ programme. When students follow the rules they will be displaying the appropriate skills and attitudes for learning. When students are deploying the necessary skills and attitudes, they will automatically be following the rules. Staff seek to exploit this connection between rules and skills to the full.

CLASSROOM DISCIPLINE

1. In all but obvious emergencies and those with toilet passes, students are not allowed to visit toilets during lesson time.
2. In any but the most exceptional circumstances, students are not to run errands during lessons.
3. With the single exception of the classes of duty staff, students are not to be dismissed before the bell. When staff are on duty, students should be dismissed only a few minutes before the bell.
4. Students in Years 7-11 should not have breaks between blocked lessons, unless supervised by a teacher.
5. Classrooms are left in a tidy and orderly manner at the end of every lesson.
6. On rare occasions it may be appropriate for a member of staff to request that a student be released from another teacher’s class. In these circumstances the member of staff concerned must liaise personally with the teacher whose lesson is to be missed. This liaison must not be left to students to carry out.
7. The school’s ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping students to realise that good behaviour is valued and are clearly defined in the rewards policy. Integral to the system of rewards is an emphasis on both formal and informal praise to individuals and groups.
8. Where disciplinary measures are necessary for classroom offences the following procedures should be adhered to, only moving to the next option if the situation does not improve:
 - a) Warning and sanction by the subject teacher
 - b) Seek assistance / sanction from the Curriculum Leader
 - c) Seek assistance / sanction from the senior member of the teaching team in that area if the Curriculum Leader is not present
 - d) Seek assistance from the Duty Manager / Pastoral Support Team
 - e) Seek assistance from the Director of Learning and Achievement
 - f) Seek assistance from the Vice Principal / Deputy Principal

Procedures (to be read in conjunction with the school’s Rewards Policy)

The school’s procedures make clear to students how acceptable standards of behaviour can be achieved and have a clear rationale which is made explicit to staff, students and parents. The procedures will be consistently and fairly applied and promote the idea of personal responsibility and that every member of the school has a responsibility towards the whole community.

DETENTION

There are six categories of “detention” and a set of guidelines which will help staff, students and parents to understand the reason for and the seriousness of the detention. The categories are:

1. Break Time
2. Lunchtime
3. Home
4. After school with the teacher concerned
5. After school with a Middle Manager
6. After school detention with a member of the Leadership Team

The punctuality ‘sanctions ladder’ also includes a ‘before school’ detention with the Directors.

Students who are repeatedly entered for a Middle Managers or Leadership after school detention will be monitored and the appropriate action taken.

- i) ALL DETENTIONS MUST INVOLVE APPROPRIATE WORK RELATED TO THE MISDEMEANOUR; WORK WHICH WILL HELP TO ENSURE AN EFFECTIVE OUTCOME OF THE STUDENT NOT REPEATING THE OFFENCE (‘LINES’ ARE GENERALLY NOT CONSIDERED TO BE APPROPRIATE) AND WORK RELATING TO THE ABILITY OF THE STUDENT.
- ii) NO CHILD MAY BE KEPT IN SCHOOL FOR MORE THAN 60 MINUTES.
- iii) WHOLE CLASSES SHOULD NEVER BE DETAINED BECAUSE OF THE MISBEHAVIOUR OF A FEW STUDENTS.

CATEGORIES 4, 5 & 6 DETENTION ADMINISTRATION

- i) The Learning Manager should be informed of all Category 4, 5 and 6 detentions and should keep an up to date record in student’s personal file of the detentions given to students in his/her form.
- ii) A standard letter should be completed for all detentions. This should be filled in by subject teachers or Curriculum Leaders or Directors of Learning or their Pastoral Support Assistants or Deputy /Assistant Principals. This letter, which should be handed **personally** to the **student by the member of staff giving the detention**, should be sent home with the student. The student should return the acknowledged letter to the member of staff who signed it, who then forwards it to the relevant Learning Manager. In the case of individual detentions given by subject teachers, the acknowledgement should go from subject teacher to the Learning Manager. As a courtesy we try to give parents 24 hours’ warning of a 60-minute detention but are not legally obliged to do so.
- iii) If a student fails to return a parental acknowledgement slip, staff may telephone parents/guardians to secure confirmation of parental awareness. Alternatively, the Director of Learning should be informed, in order that they may investigate by telephone/letter. Where appropriate, Pastoral Support Assistants will make contact with parents to confirm their knowledge of the detention.
- iv) There may be negotiation **between staff** over the night on which a detention is to take place where it causes a problem for a school team or activity.

CLASSROOM OFFENCE

- i) For groups of students and habitual offenders, subject staff should seek the assistance of the Curriculum Leader. If the Curriculum Leader chooses to punish these offenders by a category 5 Middle Managers detention, then the Curriculum Leader issues the letter and deals with the administration for that detention system. In the case of a serious classroom offence, or where a Curriculum Leader has had to deal with a student before, he / she may pass the matter to the Director of Learning. Where appropriate, the Director of Learning should liaise with their link member of the Leadership Team.
- ii) It is part of the responsibility of a Curriculum Leader to know which students are creating problems and for which staff, and equally as part of that responsibility no Curriculum Leader/Head of Subject should allow a situation to develop where junior members of staff are conducting detentions for more senior members of staff. At the start of each term Curriculum Leaders should inform the Duty Co-

coordinator of “potentially troublesome” classes/periods, so that these can be included on the ‘walkabout rota’.

- iii) The sanctions policy must be used effectively and consistently.

OFFENCES PUNISHABLE BY WHOLE SCHOOL DETENTION (CATEGORY 6) – (FRIDAYS)

Category 6 detentions are organised by the Leadership Team.

This Whole School Detention should be used for serious and / or persistent offences and only members of Leadership will decide that this is the appropriate sanction. During the first half of the Autumn Term, Directors and Pastoral Support Assistants will nominate individuals for a Leadership Detention based upon feedback from the ‘Fair Play’ behaviour monitoring system.

For additional guidance on detentions, see Appendix 2

THE REPORT SYSTEM

Curriculum Leaders/subject staff may use a Report card system within Faculties to monitor student behaviour and progress.

If a student has been reported to the Learning Manager or Director / Pastoral Support Assistant by more than one member of staff and there is no improvement in work or behaviour, that student may be put “on report”. The “report” card will accompany the student wherever he/she goes.

There will be two types of “Weekly Report Cards”. The “General” Report will identify areas for concern. The “Specific” Report will contain up to three targets against which students will measure their progress. The selection of other appropriate reporting systems will be at the discretion of the Director. Parents must be made aware if their son / daughter is put on report. Parents must sign the report on a daily basis (unless the report is kept within the faculty). The procedure for non-faculty report is as follows:

- Report monitored by Learning Manager: the student reports to the Learning Manager for a set period of time. If satisfactory, they come off the report and if not:
- Report overseen by the Director / Pastoral Support Assistant: the student reports to the Director for a set period of time. If satisfactory, they come off the report and if not:
- Report overseen by the link member of Leadership: the student reports to the link member of Leadership for a set period of time. If satisfactory, they come off the report and if not:
- Report overseen by the Principal: The student reports to the Principal for a set period of time. If satisfactory, they come off the report and, if not, action is taken as appropriate to the circumstances.

Should a student’s behaviour warrant it, it might be that the student goes straight onto Director or Leadership report rather than Learning Manager report.

At all stages, parents will usually be kept informed in any escalation in the report system and the reasons for this.

THE ‘CATCH UP’ SYSTEM

In order to maintain as much continuity as possible in a student’s education we apply the ‘Catch Up’ system to random periods of absence. Learning Managers issue a **PINK** ‘Catch Up’ card pm Monday mornings to each student who had one or two days’ absence the previous school week and whose running attendance is less than a prescribed level (eg 94%). The student must deliver a ‘signed off’ pink ‘Catch Up’ card in Lower Site Resource Centre at 3.20pm on the following Friday. If a ‘Catch Up’ card is incomplete, then the students stays in Lower Site Resource Centre for an hour’s supervised additional study and the encouragement to compensate for missed learning becomes a ‘sanction’.

THE ROLE OF STAFF

This is not an exhaustive list but provides a framework for efficient and effective action:

The Role of the Learning Manager

- Reinforce school rules on behaviour, attendance, punctuality and uniform;
- Implement the school's rewards policy;
- Apply positive behaviour management techniques;
- Where appropriate deliver the Behaviour for Learning Programme;
- Regularly monitor the Student Planner and discuss issues arising with students;
- Be proactive in leading strategies with individual students to modify their behaviour following feedback from scans e.g. monitor students on report;
- Liaise with the Director on behaviour issues within the form and contact / meet with parents;
- Be proactive in monitoring the rewards / sanctions received by their students;
- Where appropriate, include behaviour as a discussion point in learning reviews;
- Ensure purposeful activities for students in Learning Manager time so students go to period 1 with a focused approach;
- Where necessary, contribute to a student behaviour profile.

The role of the subject teacher

- Reinforce school rules on behaviour, attendance, punctuality and uniform;
- Implement the school's rewards policy;
- Apply positive behaviour management techniques;
- Complete the on-line register every lesson to enable tracking of student attendance;
- Apply sanctions as appropriate – break time, lunchtime, home and afterschool detentions;
- Inform Curriculum Leaders of students causing behavioural concerns and with support of CL, apply faculty sanctions;
- If necessary, keep students behind after school for 10 minutes (permission not needed from parents in advance)
- Log behaviour incidents on PARS.

The role of the Curriculum Leader

- Support colleagues within the faculty e.g. by placing students on faculty report, entering students for Managers' Detention;
- Log behaviour incidents on PARS;
- Liaise with the relevant Director if faculty strategies do not impact on student behaviour;
- Discuss students causing concern at faculty meetings and be proactive in the response;
- Lead Managers Detention on a rota basis;
- Participate in Duty Manager system.

Information should be forwarded to Pastoral Support by subject teachers and CLs, but it should not be forwarded **for action by** Pastoral Support. Faculty strategies must be implemented as a starting point. If the information is being provided via e-mail, these faculty strategies need to be made clear.

The role of Pastoral Support

- Act as a support team to the Directors;
- Carry out initial investigations e.g. taking statements after incidents have occurred and where appropriate, apply school sanctions;
- Be available at breaks and lunchtimes for students to report matters / seek advice;
- Follow up incidents reported to have taken place at breaks and lunchtimes e.g. students fighting, or students off-site without a lunch pass;
- Track and monitor attendance data, liaising with the Learning Manager and Director;
- Inform the relevant staff and request work for a student being internally isolated;
- Promptly liaise with the IN team regarding students on the SEN register e.g. should a student need be internally isolated;
- Where appropriate to meet with parents and the Learning Manager or Director on matters of behaviour, including readmission meetings;
- To aid the administration of Managers and Leadership detention;
- Liaising with external agencies on issues which may incorporate student behaviour and attendance and where necessary host or attend multi-agency meetings.

The role of SEN

- Act as a support team to the Directors;
- To be deployed by the Inclusion Co-ordinator in liaison with the Directors;
- Support the primary liaison process so that students with behavioural issues are recognised early and support measures put in place;
- Through BESD work, to support identified students to help them modify their behaviour;
- Co-ordinate IBPs;
- Liaise with Learning Managers so that any behaviour targets are also included in learning reviews or include them if TAs are conducting the reviews;
- Where appropriate, attend re-admittance meetings;
- Where needed, work with students in AIM as a strategy to avoid exclusion or as a way of ensuring smooth integration back into school after exclusion;
- To contribute to behaviour profiles.
- Where necessary, liaise with external agencies e.g. CAMHS, Behaviour Support Service.

The role of the Director of Learning

- Work closely with designated Pastoral Support Assistant.
- Lead teams of Learning Managers in the expectation of high standards of student behaviour, punctuality and uniform to promote learning;
- Lead the school's rewards policy for the relevant phase;
- Discuss students causing concern at pastoral meetings and be proactive in response;
- Promote high standards of student behaviour and attendance of students within the phase e.g. in assemblies, in tutor time and when going into subject lessons;
- Act on information arising from scans;
- Meet with parents where appropriate on the issue of behaviour;
- Meet regularly with Inclusion Coordinator so all parties are informed and aware of current behaviour issues and action taken;
- Monitor behaviour trends through PARS and be proactive in response;
- Where appropriate, be proactive in leading strategies with individual students to modify their behaviour following feedback from scans e.g. monitoring students on report.
- Lead Managers Detention on a rota basis;
- Participate in Duty Manager system;
- Attend and keep notes from readmission meetings.

The role of designated member of Leadership

- Regularly meet with link Director, discussing students causing concern and action taken / needed;
- Provide clear direction for all involved in the home-school partnership on the rewards and sanctions policies;
- Where needed, be proactive in leading strategies with individual students to modify their behaviour e.g. monitoring students on report;
- Reinforce school rules on behaviour, attendance, punctuality and uniform e.g. in assemblies and while walking the school;
- Provide a presence around the school before and after school, at breaks and lunchtimes;
- Lead new behaviour strategies when needed;
- Update and approve sanctions and rewards policies;
- With Directors, decide on incidents where exclusion is the necessary sanction;
- Where appropriate attend readmission meetings;
- Staff the Leadership Detention on a rota basis;
- Participate in Duty Manager system;
- Collate exclusion data for analysis.

In order to aid the smooth running of the school day and the avoidance of incidents regarding behaviour, all staff who do a duty are expected to be on time and proactive whilst carrying out that duty.

The Principal, in consultation with the staff, will undertake systematic monitoring and conduct regular reviews of the behaviour management policy and procedures (encompassing rewards and sanctions) in order to evaluate them to ensure that the operation is effective, fair and consistent. The Principal will keep the Governing Body informed.

The Governing Body will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the Principal, staff and parents.

The outcome of the review will be communicated to all those involved, as appropriate.

Reviewed by	AF	July 2009
Reviewed by	AF	Sept 2010
Reviewed by	AF	Nov 2011
Reviewed by	AF	Oct 2012
Reviewed by	CPH	Nov 2013
Reviewed by	AF	Nov 2016

Appendix 1: Behaviour for Learning Grid (to be found in Student Planner)

Behaviour for Learning		
Possible causes		Possible consequences
<ul style="list-style-type: none"> - Focus is on improving learning; - Effort and commitment is shown; - Responsibility taken for learning; - Doing what you are asked without fuss; your work in class and at home is of a high standard. 		<ul style="list-style-type: none"> - QUESTS, TGOM points, house points; - Certificates; - Improving results; - Pleasing scans; - Postcards / letters home
<ul style="list-style-type: none"> - Anti-social behaviour e.g. dropping litter, spitting; - Not having correct equipment - Talking inappropriately or silly behaviour in class; - Poor quality or rushed work; - Poor behaviour at break/lunch - Incorrect school uniform; - Late arrival to lessons. 		<ul style="list-style-type: none"> - Telling off; - Separating from other students; Litter pick; - Re-do work in own time; - Break / lunch detention; - Home detention; - Grid at back of planner signed by a teacher.
<ul style="list-style-type: none"> - Anti-social behaviour e.g. swearing, spitting at another student; - Repetition of poor behaviour; - Failure to complete sanctions; - Late arrival to school; - Non-completion of homework; - Minor damage to school or other students' property. 		<ul style="list-style-type: none"> - After school detention - Withdrawal from breaks and lunchtimes; - Parents informed; - Paying to have property replaced; - Grid at back of planner signed by a teacher.
<ul style="list-style-type: none"> - Repetition of poor behaviour; - Failure to complete sanctions; - Truancy; - Serious damage to school or other students' property; - Verbal abuse of students; - Bringing the school into disrepute; - Bullying; Stealing. 		<ul style="list-style-type: none"> - Managers or Leadership detention; - Daily report; Isolation; - Placed on a contract; - Withdrawal from lessons; - Meeting with parents; - Paying to replace property - Isolation for period of time - Fixed-term exclusion.
<ul style="list-style-type: none"> - Physical or serious abuse of staff (including verbal abuse) or students; - Persistent defiance; persistent disruption to the learning of others; - Dangerous behaviour; - Possession or use of an offensive weapon; replica weapon or article deemed to be offensive; - Possession or use of dangerous / illegal substances; - Anti-social behaviour e.g. racial, sexual, religious or gender related bullying. - Abuse or misuse of school communication systems/ network. 		<ul style="list-style-type: none"> - Isolation for period of time - Fixed-term exclusion; - Permanent exclusion.

This chart provides you with a guide on the consequences of certain types of behaviour. Behaviour issues will always be investigated and judged on their own circumstances. Incidents not included on the chart will also be dealt with appropriately.

Appendix 2: Detentions

Type	Duration	Example of cause	Comments
Break	5-10 minutes	Misbehaviour outside during break or in lesson, Dropping litter.	To remedy the issue of litter it must be dealt with promptly and firmly. Staff should consider setting a series of detentions as necessary.
Lunchtime	20-30 minutes	Misbehaviour during lunchtime, no homework, misbehaviour in lesson.	Must ensure an opportunity (15 mins maximum) is given to eat, drink and use the toilet during the lunch hour. It is advised that staff release the student(s) concerned at the start of lunchtime, with the instruction to the student to come back and do the detention at an allotted time within the lunch break.
Home	30 minutes	Poor quality or rushed work.	Slip to be signed by parent to say they have seen the work. Slip returned to Learning Manager and filed by Student Services
After school: Teacher concerned	Up to 45 minutes	Non-completion of homework by the deadline set. Minor damage to school or other students' property. Behaviour problems in class including 'challenging attitude'.	Involves notification of parents and record kept by Learning Manager.
After school: Managers' Detention	Up to 60 minutes Thursdays	When there is no improvement after detention with subject teacher. When student fails to attend detention set by subject teacher. Truancy. Verbal abuse of staff.	Involves notification of parents and record kept by Learning Manager. Truancy <u>usually</u> involves all time made up-hour-for-hour. Run by Managers in rotation.
After school: Whole School Detention	Up to 60 minutes Fridays	When there is no improvement after detention with CL or Director. When student fails to attend detention set by CL or Director. Serious damage to school or other students' property. From November onwards, persistently negative/ disruptive behaviour (as nominated by Faculties or Directors) will be set a Whole School Detention (which includes a counselling element).	Run by members of the Leadership Team in rotation. Involves notification of parents and record kept centrally and by Learning Manager. Serious damage to school or other students' property may also involve reparation and exclusion.

CODE OF CONDUCT FOR GEORGE SPENCER SCHOOL

R ESPECT	EXPECT RESPECT AND GIVE IT FOR:
E VERYONE	regardless of gender, race, culture, religion, position or ability;
S ELF	by ensuring your behaviour is correct at all times;
P ROPERTY	whether it is your own, others' or the school's;
E DUICATION	by doing your best and allowing others to do their best;
C HOICE	by choosing wisely and being involved actively for the good of the school and yourself;
T IME	by using it effectively and always being punctual.

1. No student should disturb the work of other students.
2. All students should show a proper respect for authority (this includes both teaching and support staff).
3. All students should be prepared to abide by all school rules including those regarding uniform and homework.
4. All students should have full attendance unless absent through illness. An absence should be covered by a parental note in the student planner. A telephone call is not sufficient.
5. All students should be punctual to school and all lessons.
6. No student should engage in conduct prejudicial to the good name of the school, either on the school premises or in the local community.

Chosen actions that will usually be sanctioned with Detention

With all Detentions, students will be given academic tasks to complete appropriate to their general ability level. Lines are not generally considered as an appropriate sanction.

Teacher Faculty Detention

***Issued by any member of staff and based in the Faculty area.
Supervised by them or Faculty colleague for up to 45 minutes.
Parents must be informed 24 hours ahead.***

- Defiant or challenging behaviour towards class teacher
- Non-completion of homework by deadline set, in accordance with policy
- Minor damage to school or other students' property
- Inappropriate comments towards teacher or other students
- Distracting behaviour to the detriment of other students' learning

Managers' Detention

***Issued by any Manager who is on the Rota to supervise the Detention.
The Managers' Detention log is available for nominated staff on the Staff Intranet and work must be set by the person issuing the Detention that is appropriate to the ability level, in consultation with the Director if necessary.
Based in EN4 on Thursday after school for 60 minutes (3.30-4.30pm)
Parents must be informed 24 hours ahead.***

- Where there is no improvement after Teacher Faculty Detention
- Where student fails to attend Teacher Faculty Detention
- Truancy
- Verbal abuse of staff
- First instance of swearing directly and aggressively at other students
- First instance of physical aggression towards other students
- Proven examples of bullying
- Continued failure to complete homework, as specified in the policy
- Off site without permission
- Repeated poor state of appearance
- Serious breach of Health & Safety regulations in a lesson

Leadership Detention

***Issued by any member of the Leadership team, sometimes at the request of a Manager.
Also, in early Autumn, issued by a PSA in response to information in the 'Fair Play' system.
Appropriate work to be supplied by relevant Manager.
Based in EN4 or in the LSRC on Friday after school for 60 minutes (3.30-4.30pm)
Parents will be contacted at least 24 hours ahead. Failure to attend a Managers' Detention after original parental approval will lead to immediate telephone contact to upgrade to a Leadership Detention the following day, or isolation.***

- Where there is no improvement after Managers' Detention / referral from a Manager
- Failure to attend Managers' Detention
- Serious damage to school or other students' property
- Stealing
- Persistent aggressive verbal abuse of staff or direct swearing at staff (*could automatically lead to temporary exclusion if appropriate*)
- Persistent physical aggression / bullying towards other students (*could automatically lead to temporary exclusion if appropriate*)

Isolation

Selected as appropriate sanction by Directors after other sanctions have been unsuccessful.

Also used as a 'holding' sanction whilst an investigation is carried out.

Student to be allowed access to Tuck only if appropriate, but has to be allowed minimum of a 15-minute break from work at Lunchtime, to eat, drink and access a toilet.