



BEHAVIOUR AND ATTITUDE TO LEARNING

Policy Number	0031
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Scope and Aim of the policy

- 1.1 The policy applies to all students enrolled at the Basildon Academies. It applies to students when on site as well as off site and includes incidents and situations out of the Academies' normal hours.
- 1.2 The aim of this policy is to ensure the highest standards of behaviour from all members of the student community, whether they be in the Academies' buildings, on the Academies' grounds, travelling to and from the Academies, on trips or at any time when they could be seen as representing the Academies.
- 1.3 Where the policy refers to members of staff this includes staff employed by other agencies acting on behalf of the academy or volunteers such as mentors, parents, etc. who may be assisting the Academy in the education of students.
- 1.4 All staff are expected to take responsibility for encouraging positive behaviour and attendance

2 School Behaviour Statement

- 2.1 No student's behaviour or attitude should ever be allowed to impact negatively upon the learning and/or welfare of another student.
- 2.2 All staff (teaching and non-teaching) must accept their responsibility for developing good standards of student behaviour and attitude, so that all students are able to learn and progress into Further Education, Higher Education or Employment.
- 2.3 It is the responsibility of the Headteacher and Senior Staff to set out and regularly update the practical principles and procedures for managing behaviour, so that parents and students can know in advance what is appropriate and can make positive choices about their behaviour.
- 2.4 The management of behaviour must be clear and consistent so that students, parents and staff have certainty about how the policy will be applied, thus enabling students to take decisions to change their behaviour in order to avoid consequences.
- 2.5 Behaviour will be managed using a combination of positive rewards and negative sanctions. Sanctions should ultimately be designed to change behaviour.
- 2.6 There will be a graduated set of measures, indicating the increasing seriousness of matters.

3 Rewarding Behaviour

- 3.1 Rewards for students should acknowledge:
 - Attendance
 - Achievement (progress)
 - Attainment (results)
 - Skills acquisition
 - Changing or improving performance
 - Positive contributions to the academy and community
- 3.2 Appropriate rewards might comprise:
 - Access to additional visits or activities

- Additional time for specific events or activities
- Food, drink (subject to health considerations)
- Vouchers for goods
- Praise: such as certificates/ letters/ postcards/ emails/ phone calls/credits/celebration assemblies
- Vivo Rewards

3.3 Financial rewards will not normally be given to students unless explicitly authorised by the Headteacher, or relevant delegated manager.

4 Using Sanctions

4.1 Sanctions can be used in the case of

- Unauthorised absence or truanting
- Disruption to learning or academy life (including non-completion of work)
- Rudeness
- Violence or bullying, or other behaviour which puts the health or wellbeing of staff, visitors or students at risk.
- Damage to property
- Undermining the reputation of the Academy
- Drug or alcohol abuse
- Any other actions which are contrary to Academy rules.

4.2 The range of sanctions which can be used include:

- Charging for damage or loss
- Detention before or after the Academy day
- Weekend detention (such as Saturday)
- Sending home to change those students who arrive with an appearance contrary to Academy rules
- Community service (such as litter collection, cleaning or repairing things)
- Removal from Academy life to a designated area.
- Internal Exclusion
- Education Offsite
- Loss of break and/or lunchtime privileges
- Loss of free periods
- Loss of involvement in activities, trips or events
- Fixed Term Exclusion
- Permanent Exclusion

5 Student charges for loss or damage

5.1 Students who lose or damage Academy property can be billed for reasonable replacement costs. Failure to pay might lead to additional sanctions until such time as the payment is made.

5.2 The Academy will not take responsibility for the loss of, or damage to, student property, particularly those which are banned or prohibited by the Academy.

6 Detention before or after the academy day

- 6.1 Detention can be used as a sanction with 11-16 students and the different forms of detention will be spelled out clearly so that students are all treated consistently. There should be no choosing or negotiating different forms of detention for individuals.
- 6.2 Detentions should be set and take place as quickly as possible to ensure that the link between cause and sanction is clear in the student's mind.
- 6.3 A range of detentions may be used, increasing in length of time to reflect increasing seriousness.
- 6.4 Detention at the end of the day should be the normal form of detention but it is recognised that organisational and punctuality problems may best be dealt with through a detention at the beginning of the day.
- 6.5 Changes to legislation in 2011 mean that it is no longer necessary to give parents 24 hours notice of a detention. The academy should nevertheless take reasonable steps to give appropriate notification.

7 Uniform, equipment and sending home students

- 7.1 Students arriving without appropriate uniform or equipment, or with an appearance contrary to rules may be sent home to change. If this is not feasible then they may be educated apart from other students until the problem is rectified.

8 Community Service

- 8.1 Students may be set community service where it is an appropriate sanction or remedy for a specific issue or problem. Examples might include eating or drinking around the buildings, damage to academy buildings or property. This is not intended to be an exhaustive list.
- 8.2 This may take place during the academy day and/or as part of a detention or other sanction.

9 Removal from academy life

- 9.1 Students should be removed from wider academy life for a period of time under the following circumstances:
 - a) where an action has escalated to this point, either as part of the consequences system or in virtue of continued refusal to respond to lower level sanctions
 - b) where an action cannot be managed using a series of consequences (eg outside of a classroom where there is nowhere to record and so manage 'steps')
 - c) where there is a risk of disruption to the learning and/or welfare of others
 - d) where a matter needs investigation or further attention
 - e) where safety and/or good order require a student to remain under supervision in a specific place during unstructured time (break, lunch, etc)
- 9.2 When removed from wider academy life, students' education and welfare should be appropriately monitored and promoted.

10 Internal Exclusion

- 10.1 Internal Exclusion is a very serious sanction. It is equivalent to a period of fixed term exclusion, albeit with the student kept on site, in a specified place, removed from the wider academy life.
- 10.2 Students who are internally excluded may work to a different academy day, which may be longer and which may involve no contact with other students from their year group.

11 Education offsite

- 11.1 Where there is a serious concern about how a student is responding to other measures, the student may be educated offsite for a period of time. This could involve students being educated at another academy or school, or at another location which has been confirmed as appropriate.
- 11.2 Education offsite may be combined with referrals to other agencies or organisations, providing a way of breaking negative patterns of behaviour which a student had got into or providing additional expertise or input to help change behaviour.

12 Loss of break or lunchtime privileges

- 12.1 Students may be asked to report to a specific place at break or lunchtime so that their break is taken in a designated place under supervision.
- 12.2 Students detained at break or lunchtime should have access to appropriate nourishment.

13 Loss of free periods

- 13.1 Students who have "free periods" in their timetable (eg Sixth Form) may have their free periods taken away and be required to report instead to a specific place for study.
- 13.2 The number of free periods and the duration of the loss can be varied as seems appropriate to deal with severity of a specific problem.

14 Loss of involvement in activities, trips or events

- 14.1 Where a student's behaviour means that there is an increased risk in involving the student in an particular activity, trip or event, the student may be withdrawn until such time as the risk is judged to be reduced.
- 14.2 The Academy may specify merit/credit criteria to take part in certain events or activities and students who do not achieve the specified number of credits/merits will not be eligible to take part in such activities
- 14.3 When setting a point/credit level which a student has to achieve in order to take part in an event, the Academy may also determine that negative behaviour can remove credits/points.

15 Fixed Term Exclusion

- 15.1 A fixed term exclusion is a serious consequence and should only take place when:
- a) there has been an appropriately serious breach of rules

- b) where there is a serious risk to the education or wellbeing of other students in keeping the student on site
- c) where a student's defiance has reached such a point that the student has become uncontrollable and so it has become 'unsafe' to keep the student on site
- d) where there is a high risk that a student will become permanently excluded and so there is a need to consult with other agencies and plan to put in place alternative strategies or education for the student before readmitting them to the academy

15.2 A decision to exclude a student is based on a balance of probabilities concerning both what has happened and/or the risk of what may happen next. The decision to exclude a student must be reasonable and fair.

15.3 Individual fixed period exclusions will be for the shortest time necessary, bearing in mind the issues of consistency and aggravating/mitigating features and escalation where there may be a pattern of factors or behaviours to take into account.

15.4 Only the Headteacher can exclude a student and this must be on disciplinary grounds.

15.5 The Academy's legal duty of care should be upheld when sending a student home following an exclusion.

16 Permanent Exclusion

16.1 A decision to exclude a student permanently is a serious one and will only be taken where the facts have been clearly established on the balance of probabilities.

16.2 Permanent Exclusion based on a series or pattern of behaviour is a judgement that the student is demonstrating 'persistent defiance'. That is a refusal to comply or respond to the academy which has persisted over time, despite a range of interventions by the academy and for which there is no reasonable prospect that the student will change their behaviour.

16.3 Permanent Exclusion based on a 'one-off' offence will occur where there is

- serious violence, actual or threatened, against another student or a member of staff;
- sexual abuse or assault;
- arson or serious damage;
- supplying an illegal drug; or
- carrying an offensive weapon

17 Use of sanctions for actions covered by criminal or civil law

17.1 Appropriate matters or incidents covered by criminal or civil law can be referred to the police, or other relevant agencies, as dictated by the nature of the incident or matter.

17.2 Where an incident or matter is subject to investigation by the police or other agencies, the Academy will take appropriate advice before proceeding with its own investigations or actions, so as not to prejudice any case which should subsequently be taken forward in court.

17.3 It is not appropriate for the Academy to report incidents to the police where it itself is not the victim. Deputy Safeguarding Leads can make a judgement to liaise with the external agencies if a wider safeguarding risk is perceived.

18 Screening, Searching and Confiscation

- 18.1 The Headteacher has authority to carry out any necessary searches, with or without parental consent. Additional staff may be called upon to have the delegated authority to do so also.
- 18.2 Appropriate staff can search students for any item which represents a danger or risk to good order within the academies, or which is banned by Academy rules. Items such as weapons, alcohol, illegal drugs, pornographic materials may be seized and disposed of. The Headteacher can use their discretion to confiscate, retain and destroy any items which have been found.
- 18.3 Searches of students' property should always normally be done with the student present, except where this would lead to an unreasonable delay or impediment to resolving the matter. CCTV can be used to establish the grounds for a search, although there is no requirement to share this footage with parents or students.
- 18.4 Searches should always be carried out by two members of staff, unless there is a serious situation where delay would lead to an unacceptable increase in risk to safety or wellbeing. At least one of the two members of staff should normally be the same gender as the student, unless there is a sufficiently serious or urgent need which prevents this.

19 The Use of Reasonable Force

- 19.1 All staff have the authority to use reasonable force to safeguard the wellbeing of students, to prevent damage to property and/or to prevent good order and discipline being lost. The use of reasonable force does not include chastisement or punishment.
- 19.2 Only staff who have received appropriate training should use restraint to hold back physically, or to bring a student under control.
- 19.3 The Academy will make reasonable adjustments in the use of force for disabled students and children with SEND but the overriding priority in situations where force is necessary is trying to ensure the safety and wellbeing of all those present.

20 Bullying

- 20.1 The Academy does not tolerate bullying in any form and will intervene where there is reason to think that a child has suffered harm or is likely to suffer harm.
- 20.2 The Academy will investigate and deal appropriately with incidents of bullying whether they occur within the Academy or outside the Academy, referring relevant matters to the police and/or other agencies.
- 20.3 Staff dealing with allegations of bullying should refer to the Academy's Anti – Bullying Policy.

21 Parents role in ensuring good behaviour

- 21.1 Parents and Carers sign a Home-Academy agreement which outlines the responsibilities of Parent's and academy staff, role modelling this to students at all times. This includes expectations concerning behaviour and attendance.

22 Students with Special Educational Needs

- 22.1 The Academy will pay due regards to appropriate guidance on the education of children with Special Educational Needs, making the reasonable adjustments where ever possible, which are conducive to maintaining consistency with good order and discipline.