

**The Pioneers**  
A C A D E M Y



# **THE PIONEERS ACADEMY**

## **SECONDARY SCHOOL**

### **BEHAVIOUR POLICY**

## **1. Aims and expectations**

This policy is for the specific purpose of the Secondary School.

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

It is the job of staff at all levels to help and encourage pupils' understanding of socially acceptable and appropriate behaviour. To encourage this, staff will:

- Model exemplary behaviour
- Treat all pupils and adults with respect
- Speak politely to each other
- Build pupil confidence and self-esteem through positive reinforcement
- Avoid using critical or sarcastic language
- Recognise pupil effort and achievements on a regular basis and celebrate success
- Keep parents informed about success, efforts and achievements
- Use rewards and sanctions effectively and consistently
- Challenge unacceptable behaviour
- Work in partnership with parents through regular contact to help improve behaviour.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

## **2. Expectations of behaviour in and around school**

Each member of our School must behave in a way that allows everyone to work successfully, without disruption, safely and with enjoyment.

General points:

- Any reasonable request from a member of staff should be carried out at once and without argument.
- Rudeness, disrespect or insolence towards members of staff are not acceptable, nor excusable.
- A pupil must observe health and safety rules, as directed by the School Code of Conduct and by subject-specific and specialist room guidelines.
- A pupil must adhere to the rules governing ICT and mobile phone use, including use of computer hardware and software computer messaging, accessing computer data and posting images on internet sites.
- Eating is not allowed inside the school building, except for the dining area.
- Pupils may drink water at anytime and anywhere in school, except in the Science labs.
- Chewing gum is not allowed in any part of school premises
- Electronic devices are not allowed in school
- A pupil is expected to use breaks and lunch hours for toilet visits, not lesson time, unless he/she is taken ill suddenly or is suffering from a notified medical condition.

### 3. Health and safety

All members of our School must have regard for the health and safety of themselves and others.

a) Everyone should be orderly and considerate in moving around school:

- Walk on the left along corridors.
- Do not run anywhere inside the school building.
- Be patient and avoid pushing, particularly on stairs.
- Give way to others at doorways, opening the doors to allow others through first.
- Hold doors open for those walking behind.
- Organise break and lunch time activities safely, using equipment sensibly and fairly
- Line up when required to do so, and in a sensible, fair and well-ordered manner.

**Note:** All rules regarding Health and safety as stipulated in detail in the separate **Health and Safety policy** must be adhered to at all times.

b) Pupils should ensure that school always knows their whereabouts. They should:

Remain on the school site during the school day unless they have written permission to leave from parents and from a senior member of staff.

Always sign out at Reception if given permission to leave school during the school day. The receptionist should be shown a note signed by the Form Tutor/Head of Year.

Always sign in at Reception if arriving in school after registration.

c) Pupils should respect all procedures and rules designed for their safety:

- Respect and not tamper with safety equipment such as fire-fighting appliances and alarms.

- Co-operate in practice evacuation of the school in preparation for any emergency which might arise.
- Tie back long/ loose scarves, where applicable, at times when this is a health and safety requirement.

#### **4. Rewards**

We praise and reward children for good behaviour in a variety of ways:

- A pupil may receive a Letter of Commendation for an outstanding piece of work, a consistently outstanding level of effort or a very significant contribution to the School community.
- All pupils will be provided with opportunities to take part in a range of extracurricular activities, some of which receive certification from awarding bodies external to school
- Pupils will be given merits that acknowledge and praises achievement, effort and good citizenship.
- Individual and form reward certificates and prizes will be distributed in a special assembly at the end of each term. They are achievements such as highest number of merits per year group, including for each form group, attendance and punctuality and subject specific attainment and achievement.

#### **5. Sanctions**

##### **The Consequences of Behaviour Sequence:**

In all classrooms we aim for praise to outweigh consequences. We need to concentrate on **positive aspects of behaviour**.

##### **Set the scene and move through the process**

- Describe the student's misdemeanour (this may include eating, drinking or a lack of equipment) or uniform infringement and remind them of the rule and consequence
- Remind them about the consequence ONCE
- Apply the consequence

##### **Use this sequence in ALL lessons**

##### **Be consistent**

- Use this approach with all students
- Only use this approach. Students must perceive this as a predictable and reliable pattern
- State the facts when you describe behaviour. Do not invite discussion by phrasing your comments as questions, e.g. "why are you talking?" Rather, "I've asked you not to talk, C1".
- Ensure that students know it's your priority to maintain the pace of your lesson to the benefit of all students.

### Questions to ask yourself

- Have I planned my lesson appropriately and shared my learning outcomes with students?
- Am I praising and rewarding those who behave?
- Is the work challenging and appropriate to engage students in learning?
- Are the resources appropriate and readily available so that pace is maintained?
- Have I made my high expectations clear and have I greeted them at the door?
- Is my seating plan right and have I made my 'reasonable requests' clear?
- Have I taken control of the class on entry, during the lesson and at dismissal?

### When do I call for further assistance?

If there is a serious incident, e.g. a health and safety issue, foul and/or abusive language directed at a member of staff, then a senior member of staff must be contacted through reception.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, sanctions such as lunchtime or after school detentions or setting additional subject related work can be used.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another pupil, the class teacher records the incident and the child is punished. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

Details of the Consequence Sequence can be found in the Appendix

## 6. Detention Procedure

If it is felt necessary to place a pupil in formal detention after school, parents will be notified in writing at least 24 hours in advance. Notification will normally be by telephone, but may be sent by text message or email. Afterschool detentions are normally held once a week and parents are asked to make appropriate transport arrangements for their child to travel home. If a pupil is absent on the day of a detention, the detention will be rearranged. If he/she is in school but fails to attend a notified detention, it will be rearranged and doubled, so that they will have to attend on two separate occasions. Formal detentions will be noted in a pupil's individual school record and may appear on their school report.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DFEE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with the latest government guidelines on the restraint of children.

## **7. Exclusion from school**

Fixed term exclusion from school will be used as a sanction where serious breaches of the behaviour policy take place. Permanent exclusion will be considered for the following:

- Use of or possession of weapons or other illegal substances.
- Drug dealing.
- Serious threats of and actual violence.
- Bullying.
- Persistent and serious breaches of the school behaviour policy where the school believe that a pupil's presence in the school represents a serious threat to others.
- Use of inappropriate language or serious misbehaviour towards a staff member or visitors to school.
- Theft.
- Truancy.

### **Review**

This policy will be reviewed annually to assess its effectiveness and update it as necessary. This policy was reviewed by members of the SLT and trustees of the school.

**Next review date: May 2019**

## APPENDIX A

### THE CONSEQUENCES SEQUENCE

**When a consequence is given it is never cancelled. It will remain on the board for the rest of the day.**

<b>Warning/ Rule Reminder</b>	No further action at this point
<b>C1</b>	<b>First Negative Behaviour</b>  Student's name written on consequences on the board.
<b>C2</b>	<b>Second Negative Behaviour</b>  Planner taken from student and placed on teacher's desk (move immediately to C4 if student refuses to comply)
<b>C3</b>	<b>Third Negative Behaviour</b>  First break time detention issued for student's next available break to be written in planner at end of lesson and coded C3. 3 detentions (lunch) in a week automatically becomes a C4 - after school detention.  Currently <b>Monday, Wednesday and Thursday</b> Log must be made on the spreadsheet by the teacher.
<b>C4</b>	<b>Fourth Negative Behaviour</b>  Student removed to SECLUSION AREA for the remainder of the lesson – currently Head teacher's office. C4 referral slip given to student to take to SMT member. <b>One-hour detention after school issued by teacher for the following FRIDAY (24hr notice must be given to parents) 2.50pm to 3.50pm and written in planner and coded C4.</b>  Contact made home by the member of staff concerned that day. Log must be made on the spreadsheet by the teacher. Automatic – <b>child placed on report</b> with targets set by SMT/teacher/pupil. (forms with admin)
<b>C5</b>	<b>Further disruption</b> (i.e. refusal to leave classroom/failure to arrive at seclusion area. SMT alerted, student placed in Isolation Unit (reception waiting area) for the remainder of the day Contact made home by the form tutor as soon as possible. SMT to be made fully aware. Incident report form completed by referring teacher
<b>C6</b>	<b>Further Disruption</b> Head teacher directly involved and a meeting is planned with the parents initially and then including the pupil, to develop a contractual agreement for a probation period.

## What is negative behaviour?

### Reasons for C4

- Lack of homework - having made contact with parents and happening consistently (2 times in a row)
- Continuous disruption.
- Foul language.
- Refusal to follow instructions.
- Disrupting/bad behaviour during prayer times.
- 3 lunch time detentions
- Continuously throwing items - after 2 warnings

### Report Card

The report card will have clear objectives set by SMT/teacher and students which will be stapled into the students' planner.

Report cards should be entered with the following codes:

✓ = Objective met

C1

C2

C3

C4

### Planners/Homework Diaries

- Students should have a planner with them at all times.
- A check to be carried out by Form Tutor every a.m. registration.
- Planners should be placed on tables during **every** lesson.
- If a student does not have a planner they should be referred to tutor.
- If a student leaves a lesson for any reason or is late leaving any lesson (unless they have a pass) the time, reason and staff initial must be put in the planner and they must carry it with them.

### **If a student misses a detention**

- Check whether the student was present or absent from the school that day.
  - If absent, staff to re-arrange DT
  - If present, please inform tutor/head teacher.
  
- Students who miss detentions will be placed in the Seclusion area
  
- All C4 one hour DTs to begin at 3.15pm. If a student arrives after 3.15pm they are late.
  
- Break/Lunch DT's – a student is late if they arrive more than two minutes after the break has started.
  
- In the case of a late, original DT must be served and an additional DT to be served in the next available break.

### **Mobile Phones**

The use of mobile phones is **not permitted under any circumstances during the School day**. If a mobile phone is seen/used it is confiscated and taken to reception for storage until it can be collected by a named contact and a letter sent home. Mobiles phones can be handed into the school reception every morning.

### **Break times**

First negative behaviour

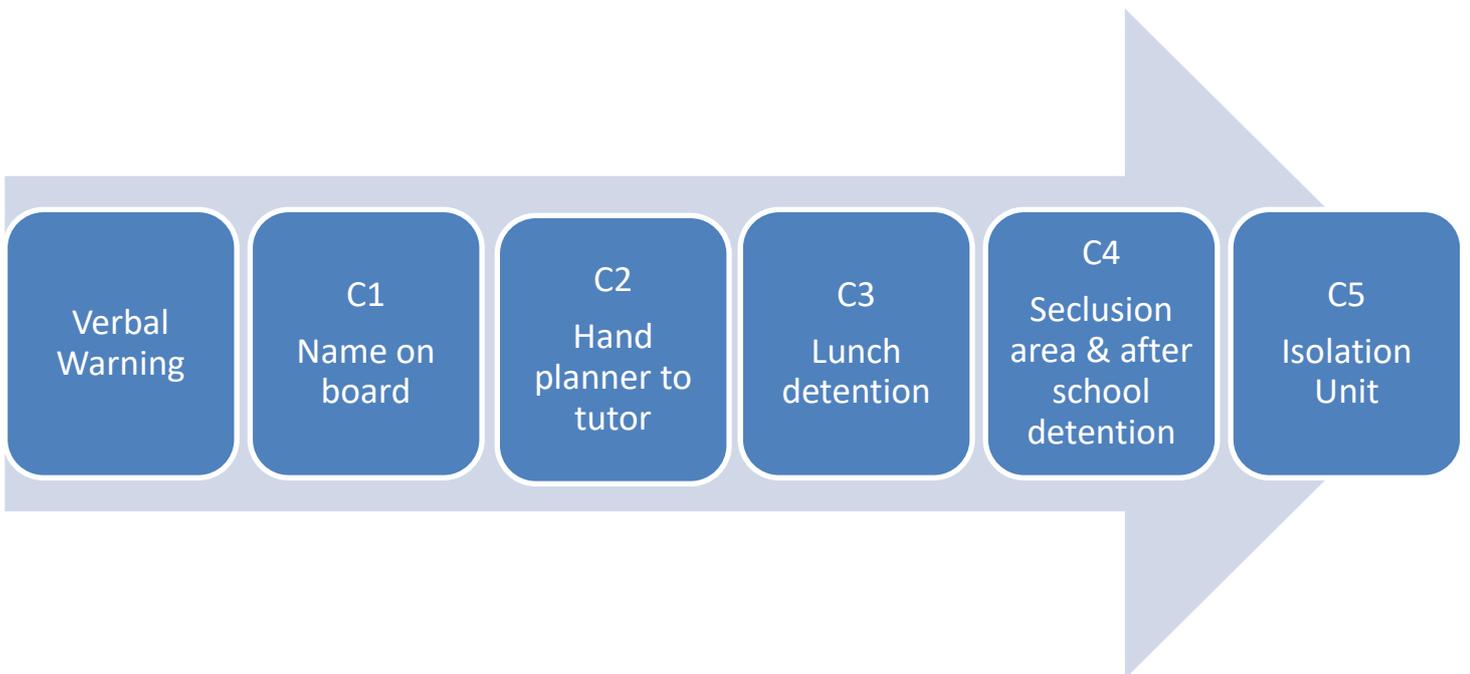
Warning/Rule reminder.

No further action at this point.

Second negative behaviour

Student to be issued detention by the member of staff concerned or with the member of staff on duty. To be recorded in planner and coded C3 other. If student refuses or fails to serve the break DT then refer immediately to SMT.

## **Behaviour Flow Chart**



## **A Smoke-Free Academy**

### **PROCEDURE FOR YEARS 7-11 STUDENTS FOUND SMOKING OR IN POSSESSION OF SMOKING MATERIALS AT THE ACADEMY**

The Pioneers Academy is a smoke-free campus (buildings and grounds) as per Government legislation July 2007, regarding smoking in public places. However, should a student flout this legislation, the following procedures should be followed:

**C6 – When caught** - Parents invited to re-admission meeting with Head teacher.

#### **Truancy**

To ensure that the procedure for dealing with student truancy is robust and effective, the following guidance should be followed:

**First Offence** Parents informed. Student makes up the time missed during after-school detentions.

**Second Offence** Parents informed.

Student placed in the Seclusion area

**Persistent Offences** Inclusion will consider School Attendance

Panel meeting of SMT and Parents.

Possible escalation of action by School Leadership.