



BEHAVIOUR POLICY

Document Control Title: Behaviour Policy
Applicable to: All parents, staff and pupils of the Academy
Date Approved: September 2021
Review Date: September 2022
Document Owner: Principal

As a Church of England Academy, we are inclusive of all regardless of creed, colour, race, gender, sexual orientation or ability. We hope to transform the lives of our pupils and our wider community by putting our core values of love, integrity, generosity, hope and tolerance (LIGHT) into action. As such, all should feel welcome and respected. Schools are, in part, measured by academic success. Pupils know this. We must help and enable each pupil to succeed to the best of their ability by providing high quality lessons and an appropriate curriculum for our pupils.

Introduction

The John Wallis Church of England Academy is committed to providing an environment where pupils, staff and visitors feel safe, happy, accepted and integrated. It is important that an orderly framework is maintained in which effective teaching and learning can take place.

The John Wallis Church of England Academy has an important position in the wider community, educating the young citizens of tomorrow to ensure that they can take a positive and proactive role within their community in the future. It is important that the individual has a high self-esteem and confidence reflected through a good education, smart school uniform and working in a high-quality learning environment.

Aim

The Behaviour Policy determines 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 pupils;
- Encourage good behaviour and respect for others and prevent all forms of bullying among pupils;
- Ensure a high standard of pupil behaviour which is conducive to learning.

Pupils should be encouraged to develop:

- Respect for others; their feelings, opinions, cultures, limitations and the right to their individuality;
- Respect for themselves; pride in their own achievement and that of their fellow pupils, high standards of dress and behaviour, through self-regulation, and the desire to produce their best work at all times;
- Respect for the environment; their own, the Academy and other people's property and the community in which we live; and
- The belief that each individual can make a difference by their contribution to their local, national and global community.

Expectations

Our expectations of pupils, staff and parents are set out in the Academy's Committed to Excellence Agreement.

These are set out below:

(a) The Pupil's Commitment:

- To attend the Academy regularly, on time, properly equipped and appropriately dressed in Academy uniform in accordance with the Academy Uniform Policy
- Follow the Academy's Code of Behaviour and Academy rules
- Co-operate with teachers, aspire to do my best at all times and seek help when needed
- Record and complete all my homework on time
- Respect the Academy environment and the local community
- Speak in a respectful and appropriate manner at all times
- Adopt a positive attitude towards, and participate fully in, the life of the Academy
- Ensure that books and Academy equipment are properly used and looked after
- Be responsible for taking communications to and from the Academy and home
- To follow the Academy rules in regard to internet use.
- Value and respect everyone within the Academy.

(b) The Academy's Commitment:

- Provide all pupils with a safe, well-ordered and caring environment
- Have a clearly stated, published behaviour policy
- Encourage every child to work to the best of their ability
- Provide a balanced and challenging curriculum which meets the needs of all pupils
- Listen to and respond quickly to any concerns pupils or parents may have
- Contact parents promptly should a problem arise
- Provide parents with regular reports and meetings on your child's progress
- Encourage all pupils to attend the Academy regularly and punctually
- Record and reward pupils' performance and progress
- Value and respect all pupils as individuals
- Provide an inclusive environment and ensure everyone is valued and respected
- Provide all pupils with a high-quality teaching and a variety of enrichment activities.

(c) The Parents' Commitment:

- To ensure that pupils attend school regularly and on time and to keep the Academy fully informed of the reasons for any absence
- To ensure that pupils are properly equipped and appropriately dressed in Academy uniform in accordance with the Academy Uniform Policy
- Read and agree to support-the Academy's Code of Conduct and associated Rewards and Sanctions structures and adhere to all Academy policies and procedures
- Keep the Academy informed about any problems which may affect their child's learning
- Attend Parents' Evenings, Parental Engagement Evenings and maintaining regular contact with the Form Tutor
- Read all correspondence from the Academy and respond quickly when necessary
- Encourage their child to have a positive attitude towards the Academy
- Encourage their child to always do their best

Responses to misbehaviour

Sanctions are only effective if used consistently and appropriately. If generous approval is normally given, the withdrawal of approval is an effective sanction for most pupils. Confrontation is not an effective or appropriate way to solve a problem. The John Wallis Church of England Academy utilises an internal parking room (red rooms) located within the Academy building and an internal exclusion centre (IEC), which are both used in the best interest of the child and other children to maintain the behaviour policy.

Teachers 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
- Removal of outdoor clothing
- Manners
- Litter/care for the environment
- Bad language
- Mobile telephones and other electronic devices (these are not allowed out of bags in the Academy)

Teachers should make every effort to solve any discipline problems themselves as they arise using the online behaviour management systems. The option of calling for assistance should not be taken too quickly.

In certain circumstances a call for assistance may be necessary and staff should not hesitate to ask for guidance and assistance from more experienced colleagues. Even the most experienced teachers can need help and advice. It is not a sign of failure to have disciplinary problems, but it is a mistake to pretend all is well, when it is not.

Reasonable adjustments, and decisions, are made to ensure that expectations of children who have special educational needs and/or disabilities are developmentally appropriate and fair.

Behaviour needing a call for assistance

Teachers are expected to refer pupils (to a red room) for the following:

- disrupts the education of peers and/or may be a genuine safeguarding concern;
- does not allow the teacher to teach; or
- undermines the calm, respectful ethos of the Academy.

Senior leadership should be involved for:

- Using offensive language to a member of staff
- An assault on a member of staff or another pupil
- Fights between pupil
- Bringing any kind of weapon into school
- Theft
- Vandalism

- Truancy
- Wilful disobedience
- Smoking/drug/alcohol abuse
- An inability to safeguard a pupil due to their breach of the behaviour policy

Rewards and Sanctions

Praise and rewards motivate pupils and to build a culture of achievement and success.

Teachers should use the online rewards system to praise and reward pupils. This should happen as frequently as possible, to ensure that all pupils feel that their work, effort and positive attitudes are being recognised.

Pupils should be rewarded for consistent effort and work that goes “above and beyond”. Pupils should feel that their work is being recognised and that their effort has not gone un-noticed. Both class teachers and Form Tutors should use the reward system throughout all year groups, regardless of age and year group. It is important that rewards are used regularly and consistently, and are not just given for the “expected” behaviours. Sometimes a simple quiet word, or acknowledgement are a positive way of reinforcing the expected behaviours.

Pupils will then be able to access tangible rewards for achieving success in both their work and behaviours. This is an important aspect of the rewards system, and allows all pupils to be able to work towards a chosen item.

Similarly, there are escalating sanctions for poor behaviour, which include the imposition of detentions and separation from fellow pupils for short or longer periods depending on the severity of the poor behaviour. Sanctions will be discussed with parents whom we hope will support the Academy should it need to impose such measures. *(see appendix)*

Sanctions and support include:

- Detention at break, lunchtime or after school
- Internal separation for a specified period (Red rooms / Internal Exclusion Centre (IEC) / Twilight/Alternative Curriculum)
- Uniform/ Planner and equipment Report
- Report to Form Tutor
- Report to Head of Year/Director of Faculty
- Report to Director of Faculty/Assistant Principals/SENDCo
- Report to Head of School
- Report to Principal
- Fixed Term Exclusion
- Offsite provision / Managed Moves
- Permanent Exclusion

New Academy Code of Conduct

In the classroom

Pupils are expected to meet the following expectations:

- Arrive to class on time
- Line up and enter room on teacher request – silently
- Sit where the teacher requires them to sit
- Take out the necessary materials immediately – place pencil case and planner on their desk, and have a reading book
- Exhibit good body language and are active participants in each lesson
- Listen carefully, without calling out
- Join in during lessons, respecting the views of others
- Actively participate in your learning by thinking and contributing
- Refrain from talking to classmates unless it is part of a class activity
- Wait until after class to discuss (in a respectful manner) a disagreement about behaviour with the teacher—absolutely no arguing in class
- Stay on task during class activities
- Follow the school procedure for requesting and going to the toilet during break and lunchtimes only (unless there is a specific medical reason)
- Refrain from disrupting the order and learning atmosphere of the class
- Come to class in full uniform
- Follow the correct procedure for finishing lessons and exiting the classroom.
- Mobile phones should never be visible whilst on school site.

Around the Academy

Pupils are expected to adhere to the following expectations throughout the Academy:

- Discourage conflict between other pupils
- Use appropriate voice level inside the building and on the play spaces
- Respect other pupils, their work and belongings.
- Follow established school routines (e.g. lining up for lunch, appropriate behaviour in the dining hall, etc.)
- Walk everywhere
- Refrain from eating except in the Restaurant or Conservatory
- Follow the uniform policy while on school grounds
- Exhibit calm, orderly behaviour inside the building
- Keep the school clean
- Mobile phones should never be visible whilst on school site.

Exclusions

This Policy outlines The John Wallis Church of England Academy approach to exclusions in line with statutory guidance.

Aims

All parties involved in exclusions, including Principals, parents, governing bodies and Independent Review Panels, must have regard to the statutory guidance. At 62 pages long, however, the guidance can be inaccessible and overwhelming to many. This policy aims to set forth rights and responsibilities around exclusion with clarity and brevity to ensure that all exclusion proceedings at The John Wallis Church of England Academy are conducted in a fair and just manner, with appropriate notice to all, full participation of relevant parties, and within the statutorily designated timelines.

Fixed-Term and Permanent Exclusions

Exclusion can only be for a breach of an Academy's behaviour policy, which must be widely published to all pupils and parents, preferably on the Academy's website. There are two types of exclusion: fixed-term (or fixed-period) and permanent.

Permanent exclusions may only be in response to persistent breaches of the Academy's behaviour policy or for a 'one-off' serious breach of the behaviour policy, and where allowing the pupil to remain in school will be detrimental to the education and welfare of the pupil and/or others at the Academy.

There is a limit of 45 school days in an academic year for fixed-term exclusions. The law does not allow for 'converting' a fixed-term exclusion into a permanent exclusion. In cases involving serious breaches of the behaviour policy where additional evidence (including mitigating evidence) is required before making a decision whether to exclude, the school may issue a fixed-term exclusion pending investigation. Following investigation, the school may issue a further separate fixed-term exclusion to begin immediately after the first exclusion ends or a separate permanent exclusion to begin immediately after the end of the fixed-term exclusion.

On the sixth day of an exclusion, the school (or local authority, in the event of a permanent exclusion) must arrange suitable full-time education for any pupil of compulsory school age.

Where a pupil receives consecutive fixed-term exclusions, these are regarded as a cumulative period of exclusion for the purposes of this duty. The Academy will always monitor the quality of the alternative educational provision and ensure appropriate safeguarding measures at these providers.

A panel of governors must review permanent exclusions and any fixed-term exclusions which result in the pupil being excluded for more than 15 school days (singly or cumulatively) within one term.

Schools are responsible for recording all exclusions on the school's relevant Management Information System (MIS) in a timely manner and keeping careful track of fixed-term exclusions that total more than 15 days in a term.

If an exclusion requires review (i.e. fixed-term exclusions totalling more than 15 days in a term or permanent exclusions), schools should also notify the Clerk to the governing body as soon as the exclusion issues, in order to allow the timely arranging and clerking of the required review meetings. Permanent exclusions must also be reported to the local authority immediately to ensure the local authority will be able to fulfil its duty to provide alternative educational provision from the sixth day of the exclusion.

Exclusions must be reported to governors in the Principal's Report.

The Principal's Role in Exclusions

Only the Principal or Head of School may exclude a pupil. Care must be taken to avoid 'informal' or 'unofficial' exclusions (e.g. sending a child off-site for a 'cooling down' period). However, a pupil whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. This must be recorded as a half-day exclusion. There may be occasions to arrange for 'lunchtime respite' as part of a behavioural support plan, but this must be agreed by parents/carers, must be short-term in duration and closely monitored for effectiveness.

Where a pupil has received multiple exclusions or is approaching the legal limit of 45 school days of fixed-term exclusion in an academic year, the Principal should consider whether exclusion is providing an effective sanction.

Exclusions are illegal if they occur for non-disciplinary reasons, such as:

- additional needs for a disability that the school feels it is unable to meet;
- lack of academic attainment/ability;
- the actions of a pupil's parent(s); or
- failure of a pupil to meet specific conditions before reinstatement.

Permanent exclusion should only be used as a last resort where all alternatives have been considered and all strategies to change behaviour have failed. It must be demonstrated that allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the Academy.

Where an excluded pupil has Special Educational Needs and Disability (SEND) or is on the SEND register, it must be demonstrated that the Academy has regard for the SEND Code of Practice and has provided extensive means of support to help meet the pupil's needs. Early intervention to address underlying causes of disruptive behaviour should include an assessment of whether appropriate provision is in place to support any SEND that a pupil may have. Any intervention strategies should be discussed with and involve the pupil's parents.

The Principal and the Heads of School should ensure that the behaviour policy of the Academy is reviewed on an annual basis and approved by the governing body.

Duty to Inform Parents

The parent(s) must be informed without delay of the length and type of exclusion and of their right to make representations to the governors. Ideally, this notification should be by telephone or in person in the first instance, followed by a letter. Written notification can be provided by delivering it directly to the parents, leaving it at their usual or last known home address, or posting it to that address. Notices can also be sent electronically if the parents have given written agreement for this kind of notice to be sent in this way. Pupils over 18 have to be informed and have the right to appeal on their own behalf.

Pursuant to the duty of care placed on schools to ensure the welfare of pupils, parent(s) must be advised of an exclusion prior to the pupil being sent off-site.

To ensure compliance with the most up-to-date government guidance, the Academy maintains standard letters for notifying parents of exclusions and an explanatory note to accompany each letter setting forth their rights of representation.

Upon return from a fixed term exclusion, parents and pupils will be expected to meet with the Head of School/Year Leader to re-establish Academy expectations and plan any support if necessary.

Review of the Decision to Exclude

In all cases of permanent exclusion and fixed-term exclusions amounting to over 15 days in a term (cumulatively or singly), the decision of the Principal must be reviewed by a panel of governors. The panel will be constituted from members of the Local Governing Body.

Except in extenuating circumstances, the panel quorum is three governors, with a clerk. One governor on the panel will be designated as the Chair of the meeting and, in the event of a request for external independent review by parents (see section below entitled Independent Review Panel), will represent the panel at that independent review meeting. The Principal cannot be a member of the panel.

Subject to the availability of governors, review meetings should be held within a period of 15 days from the date of the exclusion.

Fixed-term exclusions totalling five or fewer school days (or 10 or fewer lunch-times or half days) in any one term must be reported to the governors at each meeting and recorded on the MIS. The governing body must consider any representations made by parents, but it cannot direct reinstatement and is not required to arrange a meeting with parents.

If an exclusion means that a pupil will miss a public exam, the panel should try to meet before the date of the exam. If this is not practicable, the Chair of Governors may use the emergency powers for Chair's action to review the exclusion alone.

For fixed-term exclusions of 6 to 15 school days, if the parents make representations, the governing board must consider within 50 school days of receiving the notice of exclusion whether the excluded pupil should be reinstated. In the absence of any representations from the parents, the governing board is not required to meet and cannot direct the reinstatement of the pupil.

For fixed-term exclusions that singly or cumulatively total more than 15 days in one term, and for permanent exclusions, the panel must hold a formal hearing within 15 school days, whether or not the parent(s) make representations.

The review panel may confirm the exclusion and decline to reinstate or direct reinstatement of the pupil. There is no legal option to impose a lesser sanction, i.e. to commute a permanent exclusion to a fixed-term one.

The review panel may direct reinstatement for any pupils excluded for a fixed-term of more than five days or pupils who would miss a public exam or permanently excluded. If the pupil is to be reinstated, a re-integration programme should be planned with the school.

If reinstatement is not practicable – because the pupil is already back in school or because the parent does not want it – the review panel must consider the representations made by the school and parent(s), and decide whether or not the exclusion was justified. The decision should then be included in the pupil's record.

After the governor review hearing, the clerk will inform the parties in writing about the result, with reasons for the decision. Decisions are communicated as soon as possible and every attempt is made to do this within 5 working days.

Principles of Natural Justice

- All factual determinations are based on a balance of probabilities, both by Principals and at any subsequent review. This means that the Principal/reviewing panel should accept that something happened if it is more likely that it happened than that it did not happen. In making their decisions to exclude, Principals must ensure that their decisions are fair, based on the facts of the incident and do not include any elements of discrimination.
- Members of the panel should be impartial, unprejudiced, have taken no previous part in the specific case, and have no personal or school interest in its result. Principals should not discuss individual exclusions with members of their governing body as cases may be referred to the governing body for review.
- Parent(s) should be informed of the case put forward by the school and have an opportunity to challenge it.
- Both parties should be allowed to present their case without unreasonable interruption. Aggressive, repetitive or unnecessarily over-long presentations hinder the effectiveness of the review process and the Chair will retain discretion to curtail any such presentation.
- Parent(s) should be able to bring a friend or adviser with them. An effective meeting, however, will not be able to accommodate large groups of people and the Chair retains ultimate discretion as to the attendance of invited parties beyond a reasonable number.
- All documents to be used in evidence should be distributed to all parties at least five working days before the hearing. If new material is introduced at the hearing, all parties must have time to consider it. Should such material be voluminous, the Chair has the discretion to adjourn the meeting to allow proper review.
- No party to the hearing should be in the presence of the panel unless the other party is also present. Every party should feel that they have had a full opportunity to present their case and have it duly considered.

Standard of Evidence for Panel Meetings

Guidance has been issued for Principals and governors to clarify the legal standards for review and the high quality of documentary evidence required for panel meetings. Principals and staff members delegated with responsibility for investigating breaches of behaviour policies should refer to this guidance. There should be no delays in gathering evidence and witness statements, both for reliability of recall and given the legal obligation to review exclusions within short statutory deadlines.

Independent Review Panel

If a permanent exclusion is upheld, parent(s) must be told of their right to seek an independent review of the decision reached by governors and the deadline for seeking such a review. They also have the right to request the attendance of a SEND expert at the Independent Review Panel meeting. Decision letters sent by the Academy to the parent(s) will include these details of the right of independent review. The parent(s) have 15 school days (from the date of receipt of the review panel's decision) to seek an independent review.

Within 15 school days of such a request, The John Wallis Church of England Academy will engage the services of an external clerking agency to arrange and clerk the Independent Review Panel. The independent review is normally attended by the Principal, lead Academy staff member on the case, and Chair of the original review panel. The clerk of the original panel may attend but plays no formal part in proceedings. Where the parent(s) has legal representation or it is considered appropriate on behalf of the Academy, it may be agreed that the Academy should also have legal representation.

The Independent Review Panel cannot direct a governing body to re-instate a pupil. It may:

- a) uphold the exclusion;
- b) recommend that the original panel reconsider its decision; or
- c) quash the original panel's decision and direct the panel to reconsider its decision.

In the latter case, the Independent Review Panel will then be expected to order that the school must make a payment to the Local Authority of £4,000 if it does not offer to reinstate the pupil.

Parallel police proceedings

The governing body has no power to delay a hearing beyond the statutory time limit because of police proceedings. If a permanent exclusion is upheld in these circumstances, the parent has 15 days to request independent review in the normal way.

Other relevant legislation and guidance

The principle legislation, guidance and regulations to which this guidance relates is:

- Education Act 2002, as amended by the Education Act 2011;
- School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
- Education and Inspections Act 2006;
- Education Act 1996; and
- Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by the Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014;
- Exclusion from Maintained Schools, Academies and Pupil Referral Units in England - Statutory Guidance for those with Legal Responsibilities in Relation to Exclusion (September 2017);
- School attendance: Guidance for maintained schools, academies, independent schools and local authorities (November 2016);
- SEND code of practice: 0 to 25 years (updated 1 May 2015);
- Special Educational Needs and Disability Regulations 2014 (Part 4); and
- Equality Act (2010).

Appendix: Escalating Sanctions and Report

Escalating Sanctions for Inappropriate Behaviour

	Tutor Time	In Class			Period of time away from peer group			
Sanctions	Blue Sanction	Verbal Warning (Green Sanction)	Formal Warning (Amber Sanction)	Assistance Call/Red Room (Red Sanction)	Internal Exclusion Centre	Twilight	Fixed term Exclusion	Permanent Exclusion (or managed move/Alt Curriculum wherever possible)
Staff	Form Tutor only	Class Teacher	Class Teacher	Class Teacher / Member of staff on call	Head of School and Year Leader	Head of School	Principal and Heads of Schools	Principal (only)
Action/Record	Form Tutor or Assistant to make phone calls home. Monitoring to take place and inform Year Leader. Form Tutor to mark in the planner.	<i>Not recorded</i>	Recorded in Edulink by teacher. Phone call home made for persistent amber sanctions.	Assistance call made if needed. Faculty Director and Year Leader made aware of any red room incident. Class teacher to have logged as red sanction in SIMs and procedures followed.	Recorded in register as Q code. No parental agreement required for IEC.	Recorded on attendance as Q code. Signed PSP from parents / action plan for return	(Refer to Exclusions section within behaviour policy)	(Refer to Exclusions section within behaviour policy)
Behaviour	<ul style="list-style-type: none"> Not having correct uniform Not having correct equipment Persistent Late Attendance 	<ul style="list-style-type: none"> Not respecting the personal space of others Interrupting/calling out Not following instructions Not listening Disrespecting property Not being in the correct place Not lining up correctly Disrespectful behaviour Eating sweets/chewing gum/drinking energy drinks Littering <p><i>(*If a pupil does not have correct equipment, report to form tutor)</i></p>	<ul style="list-style-type: none"> Disruption to the education of peers does not allow the teacher to teach; or undermines the calm, respectful ethos of the Academy. Swearing or inappropriate language Physical aggression Threats of physical aggression Bullying Leaving class without permission Truancy Use of mobile phone 	<ul style="list-style-type: none"> Shouting/Swearing at adults Stealing Vandalism/damage to school property verbal aggression/swearing Persistent bullying Discriminatory incidents Reactive physical incidents Refusal to go to red room More than 2 reds in a day 	<ul style="list-style-type: none"> Failed internal exclusion Deliberate aggressive verbal assault Persistent or deliberate discriminatory incidents Persistent physical incidents 	<ul style="list-style-type: none"> Deliberate physical violence Serious property damage Smoking on site 	<ul style="list-style-type: none"> Persistent fixed term exclusions Serious breach of behaviour policy or criminal behaviour <p><i>including:</i></p> <ul style="list-style-type: none"> Serious violence/assault Sexual abuse/assault In possession of any item which could be deemed as a weapon In possession of drugs or alcohol on the school site 	

**The sanctions/actions above act as a guide. They are not fixed. The Principal and SLT may decide a different sanction/consequence for behaviour depending upon circumstance and the nature of the incident*

Monitoring Persistent Inappropriate Behaviour.

Report
Tutor/Year Leader/Faculty Director/SLT
Tutor / Year Leader puts pupil on report – logged in SIMS
<p>Tutor Report</p> <ul style="list-style-type: none">• Uniform• Equipment• Persistent late• Attendance• Behaviour (repeated amber sanctions - positive report) <p>Year Leader & Faculty Director Report</p> <ul style="list-style-type: none">• Repeated red sanctions and/or escalation from Tutor report <p>SENDCO report</p> <ul style="list-style-type: none">• Tracking of pupils with SEN with repeated disruptive behaviour. Monitoring of intervention and support <p>Head of School Report</p> <ul style="list-style-type: none">• Failure to improve behaviour following Tutor/Year Leader/Faculty Director/SENDCO report