

Grace Academy Solihull

Student Behaviour Policy

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1. Principles

Grace Academy seeks ‘...to provide a positive environment for learning, which inspires all to discover, develop and fulfil their potential and aspirations.’ It seeks to create an inclusive, caring learning environment through;

- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- ensuring equality and fairness of treatment for all using a restorative approach;
- 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 which involves them in the implementation of the Academy’s policy and associated procedures;
- promoting a culture of praise and encouragement in which all students can achieve.

Grace Academy is committed to the promotion of positive behaviour and full attendance for all students and to supporting students to develop their social, emotional and behavioural skills. This policy provides the framework within which all staff, students, parents and carers can contribute to the development and maintenance of an environment where learning will flourish.

The Academy has two key values that underpin this commitment:

- meeting the needs of all students
- including all students, regardless of their ability or background

These values inform the behaviour of all members of the Academy community - students and adults alike - and will form the basis upon which the Academy asks for support and assistance from parents, carers, other members of the community and supporting agencies.

We aim to:

- work to sustain a caring community, fostering a love of learning
- promote a calm and orderly environment where every child feels safe
- use positive, restorative and age-appropriate methods to develop responsibility, mutual respect and independence
- boost self-esteem and a respect for individual differences
- develop skills of cooperation, collaboration and negotiation
- teach students how to work and play in a variety of social settings through the Academy’s restorative approach
- teach students to appreciate the choices and consequences of their words and actions

- ensure that all adults act as role models so that every-day behaviour reflects our shared values
- use rewards and consequences to reinforce agreed behaviour
- teach students constructive ways of dealing with negative emotions and of resolving disputes
- ensure that students are punctual, motivated, appropriately dressed and prepared for their Academy routines
- prepare students to take increasing responsibility for their own learning, including looking after equipment.

2. Learning and Teaching

Promoting positive behaviour and full attendance enables high standards of teaching and learning to be achieved. A well-designed and relevant curriculum helps develop and maintain positive behaviour and full attendance.

- Staff should use the most appropriate method of teaching, which draws on students' experiences and values their contributions
- Students should be received into a classroom where clear routines are established and high standards of behaviour and attendance are expected
- Explicit and regular praise should be used for all types of achievement

All staff have a responsibility to model, promote and teach social, emotional and behavioural skills. Staff need to use learning and teaching approaches that will support students to develop these skills.

The PSHE programme delivered at each academy provides learning opportunities for this.

3. Roles and Responsibilities

The promotion of positive behaviour and full attendance is the responsibility of all members of the Academy community, including parents and carers.

The Governing Body will establish, in consultation with the Principal, staff and parents, individual academy guidelines for the promotion of desired behaviour and keep it under review. It will ensure that this is communicated to students and parents, is non-discriminatory and the expectations are clear. The Governing Body will support the Academy in maintaining high standards of desired behaviour of students and staff.

The Principal will be responsible for the implementation and day-to-day management of the guidelines and procedures.

Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the guidelines and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the guidelines are essential. Staff have a key role in advising the Principal on the effectiveness and they also have responsibility, with the support of the Principal, for creating a high quality learning environment, teaching positive behaviour for learning and implementing the agreed guidelines and procedures consistently.

The Governing Body, Principal and staff will ensure there is no differential

application of the guidelines and procedures on any grounds, particularly 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.

This will include:

- monitoring suspensions and permanent exclusions; and
- ensuring the needs of students at risk of permanent exclusion are met

Parents and carers will be expected, encouraged and supported to take responsibility for the behaviour of the child both inside and outside the Academy. The Academy will encourage parents to work in partnership with the Academy to assist it in maintaining high standards of desired behaviour.

Students are expected to take responsibility for their own behaviour and will be made fully aware of the Academy expectations across all aspects of school life. Students will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour.

4. Training

The Governing Body will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the guidelines and this policy.

5. Grace Academy Expectations

Grace Academy has very high expectations for all our students, their learning, their progress, their dress, their conduct and their behaviour. We expect all students to follow our expectations:

- Respect yourselves and others-e.g. bullying, discrimination, sexually harmful behaviour, racist or homophobic language will not be tolerated.
- Always try your best

Specific Classroom Expectations

- Arrive to your lesson on time
- Always try your best
- Sit in the seat allocated to you
- Start the work set in silence
- Answer the register with “Yes sir” or “Yes miss” rather than “Here” or “Yes”
- Never talk whilst a teacher is talking
- ALWAYS follow instructions from any member of staff first time.
- Reflect on your learning
- Tidy your desk and the area around you (even if it isn’t yours) make sure your books have been put away where your teacher has instructed you.
- Only leave the classroom when dismissed by your teacher

Other Expectations

- No phones are to be used in the academy except at break and lunch time in the social areas
- Your uniform should always be worn smartly
- Attendance should be over 95%
- You should arrive at school on time and ready to learn

6. The Code of Conduct

When starting at Grace Academy all students and their parents/cares are expected to adhere to the code of conduct

6.1 Principles:

We should all be:

- considerate (we treat everyone as an individual with equal rights)
- polite and helpful always
- co-operative with everyone
- friendly towards everyone
- hard working (we do our best)
- honest about everything
- responsible for our actions
- punctual
- self-respecting
- respecting of others
- respecting of property & the environment

6.2 Teachers Will:

- Provide high quality teaching and learning
- Respect and value each student as a unique individual
- Record, reward and celebrate good performance and progress
- Provide a safe, well-ordered and caring environment in which a personal learning programme can take place
- Encourage excellent attendance and punctuality
- Encourage each student to work to the best of their ability and reach their maximum potential
- Provide a personalised and challenging curriculum, which meets individual needs
- Provide opportunities for students to discuss issues and recommend changes
- Provide regular mentoring time for students where appropriate
- Provide progress feedback and assessment to inform learning

- Provide regular formal reports and meetings on each student's progress
- Provide extra curricular activities
- Provide a wide variety of enrichment activities e.g. trips, visits and events
- Keep parents/carers informed about Academy developments
- Listen to and respond quickly to any concerns
- Communicate our values and ethos with all members of the community
- Promote pride in our community and in our students' successes

6.3 Parents/Carers Will:

- Support the Academy and its values and encourage their child to adopt a positive attitude at all times
- Send their child to the Academy daily, on time, in full uniform and equipped for learning
- Arrange safe arrival and departure to and from the academy on a daily basis
- Take an interest in his/her education by encouraging him/her to complete all coursework and homework, and by providing other opportunities for learning
- Keep the Academy informed about any issues which might affect his/her learning
- Attend Parent's/Carer's meetings to ensure I am fully aware of my child's progress
- Support the Academy and its policies
- Ensure that doctor/dentist appointments and family holidays are taken out of Academy time
- To work in partnership with the Academy whilst accepting parental responsibility for the behaviour, wellbeing, welfare and safety of their children
- To monitor and be aware of their child's use of ICT and online safety outside of the Academy and on personal devices
- Treat all those in the Academy community with respect and compassion both in and outside of the Academy

6.4 Students Will:

- Wear the uniform with pride and maintain a neat, clean and tidy appearance
- Take responsibility for their learning and support the learning of other students.
- Work to the best of their ability at all times
- Arrive at the Academy fully prepared and equipped (i.e. a bag, books, pens, pencils and PE kit when required)
- Complete all work, homework and coursework and hand it in on time
- Adopt a positive attitude towards, and participate fully in, the life of the Academy

- Treat all those in the Academy community with respect and compassion both in and outside of the Academy
 - Act in a restorative and caring way and engage in the Restorative Justice Programme
 - Learn from mistakes and move forward in a positive way
 - Move sensibly and safely around the Academy
 - Arrive at the Academy and to lessons on time
 - Achieve excellent attendance at all times.
 - Look after the Academy environment and take pride in its appearance.
 - Take care of personal and Academy equipment.
 - Have regard for the safety of others
 - Follow the Academy Code of Conduct
 - Classroom expectations
 - (a) Arrive on time and be prepared to learn
 - (b) Sit in your allocated seat
 - (c) Put up your hand when you want to speak
 - (d) Follow instructions the first time
 - (e) Do the work set as well as you can and allow others to do the same
- Departments may also have
additional rules e.g. safety instructions etc

7. Rewards

Good behaviour is recognised with praise and reward, so that students receive recognition for their positive contributions to Academy life. Rewards include:

- Praise from the Teacher
- Text messages sent home
- Postcard home
- Phone call to Parents/Carers
- Grace Points
- Head of Year and Principal Commendation
- Celebration Assemblies – gift vouchers, certificates, special prize draws
- Special Awards evening
- Availability of trips

8. Consequences

Consequences should be used to help students make appropriate choices about their behaviour and attendance. When students choose not to follow our expectations, students have a right to expect fair consequences, applied consistently. Whole groups will not be punished for the poor behaviour of a few,

nor will a sanction be imposed that may humiliate students.

Grace Academy Solihull's consequence system uses the following staged approach:

(at all stages students are given chances to make the right choices through the Restorative Justice Programme)

- C1-is a verbal warning from the teacher to reinforce standards and expectations. Students are reminded this is their opportunity to change their behaviour before they receive a sanction. If the student's behaviour improves there will be no further sanction
- C2 Once they have been given a chance but still fail to change their behaviour, the sanction will be a 15 minute detention after school- Students are still encouraged to make the right choice so their sanction does not escalate – they cannot work off a sanction
- C3- If the student still fails to change their behaviour they will be sent to work in another allocated room. Students cannot choose which room they will or will not go to. The sanction is now a 20 minute detention at the end of the day
- C4 If a student still fails to change their behaviour they will be placed in Internal Exclusion for the rest of the day and complete a half hour detention after school. Students will complete a restorative workshop whilst in Internal Exclusion to support them to make the right choices in the future

Parental consent is not required for detentions however the Academy will give advance notice to parents/carers if the detention is going to be longer than 30 minutes.

Combined with sanctions our restorative approach will allow all students to be given a chance to reflect on their behaviour, and move forward, by having the opportunity to repair any hurt caused. Our restorative practices centre around a set of key questions

- What happened?
- What were you thinking then/now?
- How were /are you feeling?
- Who do you think has been affected/how?
- What do you think needs to happen to make things right?

There is a relationship between the requirements under the Equality Act 2010 and the consequences system.

Promoting good student behaviour

- Staff will praise students when they see good behaviour
- Staff will tell students clearly what is expected of them
- Students will remember what is asked of them

- Rules are consistent, fair, and will be kept
- Rules will be regularly reviewed with staff and students
- Responsibilities and expectations will be matched to individuals and their development
- Staff will regularly inform a student's parents of exemplary behaviour as well as achievement (letter of commendation, praise postcards, parents evening, or informally via phone-call)
- When students have worked hard to support others, in or out of the Academy, they will be commended – exemplary acts will be commended in year group assemblies.

Disciplinary action, in line with this policy, will be taken where students are found to have made malicious accusations against academy staff.

9. Strategies for Managing Behaviour

All strategies for managing behaviour are focused on achieving a positive environment in which students feel safe and can thrive. At Grace Academy we combine a restorative approach with sanctions; rewards, support structures and restorative justice operate alongside clear and appropriate consequence system.,

All aspects of behaviour are monitored and placed on a database from which staff can respond to patterns

of positive behaviour and devise strategies as appropriate.

Restorative strategies will be applied between the issuing of all sanctions where appropriate.

10. Zero-tolerance approach to sexual harassment, sexual violence and discrimination against protected characteristics

The school will ensure that all incidents of sexual harassment, violence and/or discrimination are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing.

Please refer to our child protection and safeguarding policy for more information

11. Suspicion of Theft, Weapons or Illegal Drugs

The Academy Leadership Team will lead this activity and is authorised to search bags, uniform and lockers.

The Academy will exercise discretion over any behaviour perceived as anti-social or in any way harmful to the health, safety and welfare of other individuals or the wider Academy community.

The drugs education policy will be considered if appropriate along with policies such as safeguarding and the child protection policy.

12. Reports

The Academy operates a Behaviour report system to help monitor and target behaviour support :

- Subject Report- If problems are recurring within one particular department a student may be placed on report
- Tutor Report - if the tutor is concerned with the number of sanctions being given
- Assistant Head of Year Report - if problems seem to be more widespread
- Head of Year Report – if problems persist

13. Lates

Students who arrive after the start of the Academy day will be issued with a 'late detention' of 10 Minutes, repeat offenders will receive a 30 minutes to 1 hour detention and parental support requested. Other sanctions will be served for persistent lates.

14. Suspensions

The Academy's response to challenging and disruptive behaviour will encompass a range of strategies with suspension as one option.

The Assisted Restorative Centre (ARC) may be used to provide placements for students on suspension- according to need. ARC placements will allow for supported academic studies to continue alongside bespoke restorative work aiming to teach students how to behave.

Permanent exclusion will only ever be used on rare occasions and as a last resort; in line with the current DFE guidance .

15. Student Behaviour Outside the Academy

Students' behaviour on Academy business is subject to this Student Behaviour Policy

Students' behaviour on a journey to or from the Academy can be grounds for exclusion. The Principal will use their judgement in such matters

For behaviour outside Academy, but not on Academy business, the Principal will decide if there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body as a whole.

16. Support Systems for Students

Grace Academy is committed to the concept of equal outcomes for all students. Some students will, therefore, need differentiated forms of support to help them fulfil their behavioural and academic potential. The Academy will ensure that differentiated strategies are available to students to meet their particular needs.

The Academy monitors students whose behaviour causes concern and organises appropriate support to meet their individual needs.

This support might include:

- Engaging with our restorative justice process.
- Child Concern meetings through the Common Assessment Framework
- support from Children's services
- support from Assistant Head of Year and Head of Year
- 1: 1 or group behaviour mentoring
- Group session to develop social, emotional and behavioural skills
- support from external agencies such as: Shine Youth and Malachi offering one-to-one counselling with a trained specialist
- contact with parents/carers in the early stages of a problem
intervention through the Academy's Ethos and Family Support teams
- Placements within the Assisted Restorative Centre (ARC) or Internal Exclusion (IE)
- referral to the Academy's SENCO.
- Pupil Support Plan (PSP)
- alternative curriculum considered
- changes of teaching group or class
- managed moves/alternative provision investigated

17. Support Systems for Staff

All staff have a shared responsibility to promote and maintain positive behaviour and full attendance in the Academy.

The Academy has a 10 stage behaviour support process for staff to offer differentiated support according to need. At any time staff may ask for and will receive support and additional advice.

The oncall system and C3 'buddy system' are used to support staff with behaviour during lesson time.

Standards of behaviour and attendance are monitored regularly to ensure that success is identified and recognised and areas for improvement are included in an action plan to address the problem. It is the responsibility of all staff to monitor behaviour and attendance.

18. Support Systems for Parents/Carers

Grace Academy is keen to facilitate effective and on-going parent/carer support for all its policies and practices.

Parents and carers who express concern to the Tutor or Head of Year about

managing the behaviour and attendance of their child are offered support from a range of services.

If Academy staff have concerns about a student's behaviour, parents and carers will be informed about these concerns at the earliest opportunity and invited to work, together with the Academy, towards a solution to the problem.

19. Right of Restraint

A key objective is to maintain the safety of staff and students and to prevent serious breaches in Academy discipline or serious damage to Academy property. Reasonable force to prevent a student committing an offence, causing personal injury to any person or causing damage to property or prejudicing the maintenance of good order and discipline can be used. The Principal allows teachers or other members of staff to use the minimum degree of force necessary to achieve the desired effect. Records will be kept of such incidents.

20. Monitoring

To ensure that high standards of behaviour and attendance in Grace Academy are maintained, the Academy has systems for monitoring behaviour and attendance, including punctuality. These systems include monitoring the behaviour and attendance of individual students, so that actions to promote positive behaviour and minimise both authorised and unauthorised attendance are constantly improved.

Monitoring mechanisms include - Reviews of exclusion data to determine the nature of exclusions and whether any particular group of students (for example, by sex, ethnicity or SEN) is over-represented in these figures. The data collected covers factors such as the behaviour leading to the exclusion, the setting, the subject, the time of day and the adults involved. Suspensions or permanent exclusions will result in a careful examination of the events leading up to the exclusion and the forms of support offered to the student.

Positive and negative behaviour and attendance is reviewed and analysed to inform action planning at an individual, group or whole Academy level.

21. Policy Review

This policy will be reviewed annually

The LGB in conjunction with the Principal and staff will monitor and conduct a review of the policy and associated guidelines in order to evaluate and maintain its effectiveness. The outcomes of reviews will be communicated to all involved as appropriate.