



# Behaviour Policy

## **POLICY APPROVAL and REVIEW**

Review date: **Sept. '20**

Approval needed by: **CTA Local Governing Body**

Adopted: **Sept. '20**

Next review date: **Sept. '21**

This policy (and the procedures outlined within) applies to Chase Terrace Academy and is in line with the core values of the Stephen Sutton Multi-Academy Trust (SSMAT).

At CTA, we aspire for all of our students to achieve greater things than they ever thought possible. We pride ourselves in being a warm and welcoming school that places community at the heart of everything we do. Our ambitious curriculum is enriching and inclusive, providing challenge and breadth for all. This empowers our students to become compassionate, confident and creative individuals who are resilient, respectful and equipped with a desire to take up a fulfilling role in society and the wider world. Across the school, there is a relentless drive for continuous improvement.

## 1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

## 2. Legislation and statutory requirements

This policy is based on the following advice from the Department for Education (DfE):

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [DfE guidance](#)

This policy complies with our funding agreement and articles of association.

## 3. Definitions

At Chase Terrace Academy, we employ a calm, consistent approach to behaviour management, with all adults modelling the behaviour we expect of our students. We believe that all adults within our organisation must be fully engaged in managing and modifying behaviour.

Evidence-based decisions inform our curriculum and classroom practice. We work together to teach and model expected behaviour. Humiliation plays no part in the CTA approach. Learners are respected, regardless of their behaviour, so that adult behaviour is not compromised by learner behaviour. Adults are expected to respond calmly and constructively when addressing negative behaviour.

Our philosophy is that recognition is more important than reward and staff should focus on encouraging students to take pride in their work and environment through the positive reinforcement of this behaviour. Staff and students are expected to be proud to be part of the Chase Terrace Academy community and have a collective responsibility to work and learn together. This approach can reduce the need for punitive consequences. As an important feature of our approach, adults and learners have structured restorative conversations.

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, at break and lunchtimes and in the local community
- Non-completion of classwork or homework or failure to submit homework on time
- Poor attitude
- Incorrect uniform

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying (see anti-bullying policy)
- Sexual assault, i.e. any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour

**Possession of any prohibited items:**

- Knives or weapons
- Alcohol
- Illegal drugs including NO canisters
- Stolen items
- Tobacco and cigarette papers
- Vape and vape liquids
- Fireworks
- Pornographic images

Any article that a staff member reasonably suspects has been used, or is likely to be used, to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

#### **4. Bullying**

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

## Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

[LINK TO ANTI-BULLYING POLICY HERE](#)

### 5. Roles and responsibilities

In the classroom we expect **routine strategies** to be used in all lessons, so that students experience a consistent approach from staff across the school. The following strategies are our main visible consistencies that we expect **all staff** to do on a routine basis.

All teachers should;

- Meet students at the door of the classroom each lesson, greeting them in a positive manner as they enter the room.
- Use 'Drop Everything and Read' (DEAR), or alternative individual starter activities, at the start of every lesson for at least 5 minutes, providing a period of calm/reflection at the start of each lesson. This time could include reviewing previous work, reading and preparing to work on tasks displayed on the board, reading or responding to feedback given or any other reading related/suitable activity.
- Conclude lessons in a calm and positive manner - stand at the door at the end of the lesson when dismissing students, acknowledging their positive contributions and wishing them well for the rest of their day.
- Use a 'no-hands up' strategy in lessons, in as many circumstances as possible (unless to ASK a question), so that students are all given a fair opportunity to be involved and assessed in the learning.

- Send 2-3 postcards **or** 2-3 phone calls home at least once a fortnight to parents for positive reasons – paying first attention to best conduct.
- Have a 'recognition board' or notice on the existing white board in the classroom. Teachers will only recognise positive behaviour (rather than negative behaviour) in a public manner on the board.

When behaviour is not as we expect in the classroom, unless obviously extreme or dangerous, there are strategies that we insist teachers use **before** the 'on-call' system is used. We would not expect teachers to use these as a 'tick list' and to feel the need to use every strategy in every lesson. Staff should use their professional judgement to select the most appropriate strategies to use in each lesson and for each student.

### **Behaviour strategies and expectations for all staff:**

- Positive re-enforcement:
  - Acknowledge good behaviour choices
  - Carefully re-explain the task
  - Remind the student of the rules of the classroom (and Be Ready, Respectful, Safe)
  - Speak to the student privately and at eye level
  - Listen to the student
  - Draw back from confrontation
- When necessary:
  - Give clear verbal warnings (privately where possible)
  - Give the student 'take up time' and space to rectify his/her behaviour
  - Move the student to sit elsewhere in the room
- Give appropriate sanctions:
  - Give the student 'time out' to calm down
  - Use the 'hot seat' strategy within staff teams
  - Ask the student to leave the classroom
- After the lesson:
  - Restorative conversation with the student, as appropriate
  - Set out clear expectations for next lesson
  - Phone call home, as appropriate
  - Communicate any issues with the appropriate form tutor, Head of Department (HoD) and Head of Year (HoY) - to give all stakeholders a clear picture of student behaviour and enable timely intervention to take place.

### **Behaviour strategies and expectations for Heads of Department, Heads of Year and all TLR holders:**

HoDs, HoYs and all TLR holders have a middle leadership responsibility to support all staff with behaviour management.

- HoDs will monitor behaviour, from emails and staff incident reports, within their team.
- They will discuss strategies for specific students at department meetings, organising actions for specific students as required.
- As necessary, HoDs will organise periods of up to three lessons where a student is parked/hot seated.

- This should be supported by a meeting with the class teacher to discuss and make clear reasons why they are out of lessons and expectations for their return.
  - The HoD, Student Support Officer (SSO), Head of Year, or a member of the senior leadership team (SLT), will provide support in the meeting, as required. The Year Office should be informed and contact should be made with home, as appropriate.
  - Each department will have a published 'hot seating' timetable.
  - Where a student does not settle in the 'hot seat', or refuses to go to the allocated room, SLT will be called.
- Where a breakdown in relationships / poor behaviour continues after a period of 'hot seating', The HoD will organise a meeting involving the student, parent(s)/carer(s) and the class teacher, with the aim of resolving the difficulties.
  - Where the meeting does not resolve the situation, or the HoY identifies a recurring issue in other subjects, the HoD/teacher will support further meetings with parent(s)/carer(s), by providing information for the meeting and, where necessary, attending.
  - Each HoD will support their team with detentions at break time and after school. TLR holders and UPS teachers are also expected to support in this.
  - Where the strategies outlined above have been exhausted, then there is communication with the relevant SLT link, in order that further action can be taken.

#### **The role of SLT:**

The Senior Leadership Team provide the next level support to middle leaders.

Where a resolution cannot be reached at departmental level, then the relevant SLT or line management link will provide further support in an effort to resolve issues that have arisen. Furthermore, a member of SLT will be available, if requested, during break time on any day, in B10, for any member of staff wishing to conduct their restorative conversation with support.

#### **Use of "On Call" at Chase Terrace Academy (call 298 for SLT):**

Where a member of staff feels that they need to remove a student from their class, they may choose to call for the support of a colleague, their Head of Department or for SLT. Where a member of SLT is called, the SLT member will not enter the teacher's room unless asked to do so.

The teacher may decide that an immediate restorative conversation will/may resolve the situation and the SLT on-call may be asked to stay with the class for 2-5 minutes while this takes place. Where possible, the student is then returned to the learning.

Where the situation is more serious and the student needs to be removed from the classroom, they are taken to the relevant year office for calm down time and to plan for a restorative conversation. Students who are removed from lesson are issued a rota detention.

#### **5.1 The Local Governing Body**

The Local Governing Body is responsible for reviewing and approving this policy.

#### **5.2 The Executive Headteacher and Head of School**

Supported by the Head of School and other senior leaders, the Executive Headteacher ensures that the school's policies and working practices result in students being safe, well-supported and well behaved. With support from the AHT (Behaviour and Attendance)

and other senior leaders, the Head of School provides a safe, calm and orderly environment for the school community, ensuring the maintenance of good behaviour, through appropriate school systems that are applied consistently.

### **5.3 Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording/reporting behaviour incidents

The Senior Leadership Team support staff in responding to behaviour incidents.

### **5.4 Parents/carers**

Parents/carers are expected to:

- Support their child in adhering to the students' Code of Conduct – Be Ready, Be Respectful, Be Safe
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the appropriate Head of Year or Student Support Officer promptly

## **6. Students' Code of Conduct**

Students are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- Make it possible for all students to learn in class
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

## 7. Rewards and sanctions

### 7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Achievement Points (APs)
- Letters or phone calls home
- Special responsibilities/privileges

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the pupil out of the class
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- 'Hot seating' to another lesson (where disruption to the learning occurs within a lesson)
- Referring the pupil to a senior member of staff
- Letters or phone calls home
- A behaviour contract
- Putting a pupil 'on report'

The Focus Room will be used, as appropriate, in response to serious or persistent breaches of this policy. Pupils may be sent to the Focus Room during lessons (if they are disruptive) and they will be expected to complete the work they would have done in class, or other suitable work.

Students who do not attend a rota detention (40 minutes) will be placed in a Senior Detention on a Friday after school (90 minutes).

The Focus Room is overseen by the Assistant Headteacher (Behaviour and Attendance).

Decisions to apply a fixed term exclusion are generally made with the involvement of the Assistant Headteacher (Behaviour and Attendance). Only the Head of School, Deputy Headteacher or Executive Headteacher can authorise a fixed term exclusion. In order to support students, and the parents of those students at risk of fixed term exclusion, a cross school isolation system may be used. Students will be asked to report to the other school at 9am on the day of their cross-school isolation and will need to be collected at 3pm by a parent/carer. This is to enable parents to ensure that their children are supported in an environment where they can still complete work and access appropriate facilities and is used as an alternative to a fixed term exclusion, where they would be expected to be supervised at home.

## 7.2 Off-site behaviour

Where a student has misbehaved off-site, such as on a school trip or on the bus on the way to or from school, sanctions may be applied. Where students are in school uniform and inappropriate behaviour is reported, Chase Terrace Academy will apply sanctions for bringing the school into disrepute.

## 7.3 Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious and untrue, disciplinary sanctions will apply. Such an incident could result in permanent exclusion.

## 8. Behaviour management

### 8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the school expectations – Be Ready, Be Respectful, Be Safe
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour clearly
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

### 8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers

### **8.3 Confiscation**

**Any prohibited items (listed in section 3) found in pupils' possession will be confiscated.**

These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to school discipline. These items may be returned to students after discussion with senior leaders and parents, where appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### **8.4 Student support**

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school's Special Educational Needs Co-ordinator will evaluate the actions of a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

As required, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### **9. Student transition**

To ensure a smooth transition to the next year, students have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure that behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those students transferring to other schools.

### **10. Training**

Our staff are provided with training on managing behaviour as part of their induction process.

Behaviour management will also form part of continuing professional development.

### **11. Monitoring arrangements**

This behaviour policy will be reviewed by Local Governing Body on an annual basis.

### **12. Exclusions and students causing concern**

Guidance and advice on sanctions, including when fixed term and permanent exclusions may apply are contained within the appendix to this policy. Fixed term exclusions are used as a sanction where the behaviour of a student is a danger to others or is having a significant negative influence on the learning of others. The Executive Headteacher, Head of School and Deputy Headteacher will make a decision on whether it is necessary to apply a fixed term exclusion. The cross school isolation system is a support strategy to reduce the need for fixed term exclusions and ensure that where a student needs to be

removed from their normal learning environment as a sanction for a short and fixed period of time, they can still access the learning they would have had, had they been in their own school.

Disruptive behaviour can sometimes be an indicator of unmet needs. In light of this, when a student is placed in isolation, the support room or has a fixed term exclusion applied, the Senior Assistant Headteacher (Inclusion) will ensure testing arrangements have been made for additional needs and appropriate services have been accessed. Following a fixed term exclusion students will spend a short reintegration period in the isolation room to catch up on any work missed and ensure school expectations are clear moving forwards.

Chase Terrace Academy uses the [Statutory Guidance from the Department for Education 2017](#) to ensure that the decision to apply a fixed term exclusion is lawful, reasonable and fair.

If a student has a number of fixed term exclusions the Executive Headteacher and/or Head of School may take the decision to meet with a Governors Disciplinary Panel to review the behaviour of the student and set minimum expectations for their future conduct

Other strategies used to support students who exhibit disruptive behaviour include short term placements at The Bridge School to support in a specialist environment. Students may also be expected to meet with parents and senior staff to discuss a managed move to another school if it is felt that a fresh start would be in the interests of the child.

For serious concerns (including where a student has been placed in isolation / excluded for two incidents or more during a school term, or for three or more incidents during a school year) a formal meeting will be held involving the student, their parent(s) / carers(s), the AHT (Behaviour and Attendance), the HOY and the SSO. Following this meeting, further support will be provided. Where the profile of behaviour does not show significant signs of improvement, the Head of School will call another meeting to stress the seriousness of the situation. Where it seems appropriate, the Executive Headteacher will become involved and/or the Governors' Disciplinary Committee will be convened. As appropriate (dependent on the circumstances), the students may be deemed to be at risk of permanent exclusion and this will be communicated to parents. In this situation, a managed move to another school will be considered as a means of avoiding permanent exclusion, as will other possibilities. 'In danger of permanent exclusion' will not act as a 'trip wire', such that any further misdemeanour would result in this ultimate sanction. However, there would be a very clear expectation at this stage that significant efforts to improve would be shown by the student concerned. In most circumstances, further episodes of violent, abusive or defiantly uncooperative behaviour could not be tolerated. Where the concerns related to disruptive behaviour in the classroom, progress would be monitored closely and, again, a continued trend of misbehaviour could result in permanent exclusion, although alternatives to this option would be considered. Every effort will be made to support each student as effectively as possible but the needs of, and provision for, each individual student must be considered in the context of their impact on others in the school community.

### **13. Links with other policies**

This behaviour policy is linked to the following policies:

- Safeguarding Policy
- Anti-Bullying Policy