

Macmillan Academy

Behaviour Policy – September 2020

Introduction

Our aim is to promote excellent behaviour so that we can fulfil our mission statement of 'inspiring every student to succeed.' We want our students to be young people that we are all proud of: to be people who take responsibility for their actions, who respect themselves and others, who look after each other and who develop into caring, active citizens.

Our key values are:

- Pursuit of excellence in teaching and learning
- Developing a whole education
- Promoting student health and wellbeing
- Inspiring students for future employment.

These values can only be achieved by expecting and insisting on the very highest standards of behaviour.

All staff at the academy will use their professional judgement to follow the behaviour policy fairly and consistently. They will act as role models to ensure that a positive and purposeful learning environment is created, and that the academy is a supportive place to learn and develop. Staff will ensure that students are taught the expectations that the academy has of them through assemblies, registration and in lessons. Students will also be taught why these expectations are important. In conjunction with parents/carers and where necessary other outside agencies, staff will provide the care and support required to enable students to succeed academically and to develop personally.

Expectations of students

We expect the highest standards of behaviour of our students in lessons, around the academy and outside of the academy gates when students are acting as role models and representatives of the academy.

In lessons, students need to:

- Be prepared for learning
- Follow all instructions
- Work hard
- Think for themselves.

We want all of our learners to be able to:

- Communicate
- Actively listen
- Ask questions
- Collaborate
- Ask for and respond to feedback
- Reason
- Practice/rehearse
- Make connections
- Organise learning
- Monitor and reflect on progress
- Set targets.

Around the academy, students need to:

- Be polite
- Wear appropriate uniform and have the basic equipment needed for lessons
- Follow the one-way system and try to stay on the left-hand side of corridors
- Be punctual
- Be respectful to other students and treat each other well
- Follow staff instructions
- Be welcoming to visitors.
- Work with staff to ensure that everybody respects the site and looks after it. Students and staff will use equipment and facilities properly and everybody should clear up after themselves.

Outside of the academy gates, students need to:

- Act as good role models and represent the academy in a positive manner
- Ensure that they do not display poor behaviour whilst travelling to and from the academy and whilst wearing the academy uniform
- Make sure that they do not bring the reputation of the academy into disrepute on social media
- Continue to look after each other by not participating in online bullying

Rewards and Sanctions

Introduction

To help students to make the right choices and so that they understand there are consequences to their actions, the academy operates a system of rewards and sanctions.

Overview of rewards

To promote high standards of behaviour and to help students to make the right choices we have various rewards. These include:

- Verbal praise
- Positive note in planner
- Departmental postcards
- Bronze, silver and gold awards
- Celebrating group successes in assemblies
- Senior leaders looking for opportunities to praise students throughout the academy day
- Letters home after data entry points
- End of half term/term prize draws (Y11, 2 ball tickets per half term)
- Awards assemblies
- Being invited to our annual awards evening.

Overview of sanctions

Whilst we promote positive behaviour, if students do not follow the expected level of behaviour, they will face consequences. The aim of all guidance, sanctions and similar interventions is to help the student achieve, encourage personal development and promote learning. There are 7 consequences. The level of the consequence will depend on the students' behaviour.

1. Verbal warning
2. Negative behaviour point
3. Detention
4. Department isolation
5. Department removal (call out)
6. Seclusion
7. Fixed term exclusions.

Staff take great care to sanction students appropriately, taking into account their age and any SEND. Staff also help students learn from a mistake or poor decision so when they are in similar circumstances in the future, they are better able to make good decisions. Where appropriate, staff use restorative techniques and procedures aiming to enable positive relationships to be re-established

Exclusions

Fixed Term Exclusion

'Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted'.

(DfE Exclusion from maintained schools, Academies and pupil referral units in England 2017)

Listed below are some examples of behaviour/types of incidents that may lead to an exclusion. Please note that this is not an exhaustive list. Persistent examples of these behaviours may lead to permanent exclusion:

- Verbal abuse to staff, other adults or students
- Deliberate damage to property
- Bullying, including homophobic or racist bullying
- Sexual misconduct
- Theft
- Persistent defiance or disruption
- Assaults or fighting with other students
- Possession of drugs/alcohol related offences
- Offences relating to the misuse of technology which is detrimental to staff/students/the academy
- Making a false allegation against a member of staff
- Behaviour which calls into question the good name and reputation of the academy
- Endangering the safety of members of staff.

* In the absence of the Principal, the Head of School will authorise fixed term exclusions.

Re-entry Meetings

Following all fixed term exclusions, a re-entry meeting will take place with the student, a parent/carer and Head of Year or a senior member of staff. The aim of the meeting is to work with the student to find strategies so that they can make better choices in the future.

Permanent Exclusions

The Principal's decision to exclude a student permanently should only be taken:

- In response to a serious breach of conduct
- In response to persistent breaches of the school behaviour policy. Where this is the case, the student concerned would have received extensive support and all alternative options will have been exhausted. This is a last resort. Parent of students who persistently breach the school's behaviour policy will be well-informed about the students' behaviour and would have worked with the school to try to modify their child's behaviour
- Where allowing the student to remain in academy would seriously harm the education or welfare of other students/staff in the academy

The following list of examples is again not exhaustive, but demonstrates the severity of such offences and that such behaviour can affect the safety, well-being and discipline of all within the academy community:

- In possession and/or supplying of an illegal drug
- Serious physical assault on another student or member of staff

- Sexual abuse or assault
- Using an offensive weapon to endanger the safety of the students and staff of the academy
- Making a malicious false allegation against a member of staff

(Reference: Exclusion from maintained schools, Academies and pupil referral units in England. Department for Education September 2017. Right and responsibilities –Legal framework)

Malicious allegations against staff

Complaints of misconduct against staff are taken very seriously by the academy and will always be investigated thoroughly. Following this investigation if it is the considered view of the investigating officer that the allegation was unfounded and malicious then the student(s) involved in the production of the allegation will be disciplined according to the severity of the case. This may include sanction up to and including exclusion.

Staff actions to keep all students and staff safe

Whilst we would hope not to have to do this, senior members of staff can search students with consent for any item. Additionally, designated staff may search a student without consent for prohibited items including:

- Knives and weapons
- Alcohol or drugs
- Stolen items
- Tobacco or E-cigarettes
- Fireworks
- Pornographic material
- Any item likely to be used to commit an offence
- Any item banned by the academy rules e.g. pressurised containers.

Students are also prohibited from selling items to other students. Any item bought or sold by a student during the academy day could be confiscated.

Parental permission is not required for searches to take place however they will be informed if prohibited items are discovered. All searches will take place with at least two members of staff in the room and generally away from other students. Staff will ask the student to disclose any dangerous items prior to the search.

Staff have the power to use reasonable force (see use of force policy) when a student is:

- Committing a criminal offence (including behaving in a way that would be an offence if the student were not under the age of criminal responsibility)
- Injuring themselves or others
- Causing damage to property (including the students' own property)
- Engaging in any behaviour prejudicial to maintaining good order and discipline at the academy or among any of its students, whether the behaviour occurs in a classroom during a teaching session or elsewhere.

Staff may also use reasonable force when conducting a search if deemed necessary.

Supporting students to display the highest standards of behaviour

At the academy, if students are consistently unable to display the highest standards of behaviour then there is a range of support in place to help them to reflect on their behaviour and to enable them to make better decisions in the future. The list below gives an indication of some of the support on offer:

- **Tutor support** – personal tutors offer all students support. Some students may need extra tutor support. The tutor will agree targets with students and record these on a formal document. The support plan is given to teachers in every lesson and must be signed by parents every day. The tutor works with the student to regularly review targets to ensure that good progress is being made against them
- **Head of Year support** – this is similar to tutor support but is used for those students who need a higher level of support
- **Senior Leader support** – this is for students who have not responded positively to tutor or Head of Year support
- **Student support plans** – support plans will be put into place for students who are regularly and consistently unable to follow basic behavioural expectations. Parents will be consulted on these plans
- **Adaptation of student timetables** – some students in Key Stage 4 may not be able to manage a full-time timetable. They may need to spend some of their timetabled lessons in the Personalised Learning Centre (the PLC). This may be on a short-term or longer-term basis
- **On-site alternative pathway** – students on this model will be following a bespoke programme which is tailored to their individual needs
- **Off-site alternative provision** – some students may require more specialist provision than we can provide. Where this is the case, the academy will work to find suitable, quality, off-site provision
- **Working with external providers** – in addition to on-site support the academy works with a range of external providers including: CAMHS, Harbour, Bridgeway, the Rosewood Centre and Barnados.