



Behaviour Policy

For review: October 2019, Local Education Consultative Committee

Next review due: October 2021

Principles informing the policy

We want all students at St Ivo Academy to fulfil their potential and we believe that outstanding behaviour is the best foundation for achieving this. Student behaviour should be outstanding both in lessons and outside. All staff and students are familiar with the three key words “ready, respectful, safe” which are at the core of our expectations.

We value learning and achievement too highly to want to spend significant time dealing with poor behaviour; so it is our aim to seek to reduce instances of poor behaviour. Any incidents of poor behaviour that do occur should be dealt with fairly, swiftly and consistently.

The monitoring of the academy’s behaviour strategy rests with the Astrea central inclusion team and Local Education Consultative Committee (LECC). On an operational basis, oversight lies with the Assistant Principals with responsibility for behaviour and attitudes. Heads of Year and Student Support Assistants have a key role in monitoring the behaviour of their year groups and ensuring that appropriate strategies are put in place when reoccurring issues are identified. Heads of Department have responsibility for oversight of behaviour in their department, including staff adherence to the behaviour policy and procedure and identifying where further support or training may be required.

The scope of the policy

The academy has a behaviour procedure document which gives detailed guidance to staff as to appropriate praise and sanctions for different scenarios. The behaviour procedure also covers sanctions for inappropriate use of mobile phones; these are allowed on academy site but must not be “used, seen or heard” (except for Sixth Form within the Sixth Form only areas and in lessons where directed by the teacher). In addition, students should not take photos or videos on academy site without permission from staff.

All staff (including teachers, cover staff and Teaching Assistants) and students (including Sixth Form) are kept up to date with the academy’s behaviour procedures and are required to work towards outstanding behaviour at all times.

As stated previously students should not disrupt the learning of others. The following are examples of poor behaviour in the classroom that could lead to disruption:

- Continuous poor attitude to learning;

- off task despite promptings;
- phone, or any other electronic device or headphones on display (unless needed for a learning activity and authorised in advance by the teacher);
- littering;
- chewing gum;
- eating in class (unless sanctioned by the teacher);
- late to the lesson for no good reason.

In between lessons students should not be:

- running in the academy building;
- shouting;
- pushing or any other behaviour that causes, or could cause, a risk to the health and safety of others.

During break time, lunchtime and also travelling to and from academy the following will not be tolerated:

- being unpleasant to others which could include name calling;
- racism;
- sexism,
- homophobic language,
- getting others to be unpleasant to someone else (including using technology to make life unpleasant),
- taking or moving someone's property,
- problems that are brought into academy from cyber bullying or other bullying out of academy.

As with the above the academy will also deal with very seriously any of the following:

- defiance;
- swearing at a member of staff;
- fighting or other aggressive behaviour or serious unpleasantness to another student or students;
- theft;
- serious damage to academy property or another student's property;
- serious misuse of technology, for example, viewing and/or sharing pornographic images.

Students should not bring onto the academy site or take on an academy trip any of the prohibited items, as stated in the DfE guidance, include:

- Knives or weapons,
- illegal drugs, alcohol, etc as defined in the academy's Drugs Policy
- stolen items,
- tobacco and cigarette papers, e-cigarettes or vaping equipment,
- fireworks,

- pornographic images,
- any other article that a member of staff reasonably suspects has been 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 student).

* This list is not exhaustive and may apply to other articles.

If a student is known or suspected to have prohibited item(s) on their person or in their possession the academy has the right to search the student. All searches will be conducted in accordance with the Department for Education “searching, screening and confiscation” guidance, and be carried out in the presence of two staff with at least one Senior Leader.

Staff at St Ivo Academy have a legal power to use reasonable force to prevent students from hurting themselves or others, from damaging property or from causing disorder. As stated in DfE guidance, reasonable force can be used to control or restrain students according to the individual judgement of the member of staff and according to individual circumstances. Staff should also ensure that a Senior Leader is aware that reasonable force has had to be used.

Where the policy applies

The policy is to be adhered to during academy hours but also:

- journeys to and from academy,
- on academy trips,
- whilst in academy uniform,
- and out of academy if actions are likely to damage the reputation of the academy.

How we encourage good behaviour

Praise is at the forefront of the strategies used in academy to recognise the large majority of students who do behave in an outstanding manner. Praise takes a variety of forms. Verbal praise is common place in classroom practice and is encouraged to all classroom staff, positive relationships are the cornerstone for a successful learning environment. House points are awarded by all staff for a variety of reasons, not just due to academic performance. Various awards are then made as part of the House and year systems, including praise assemblies, postcards home, vouchers, and mascot trophies and pin badges.

How poor behaviour is dealt with

Where behaviour falls below our high standards, staff and subject areas should use their own sanctions, for example, verbal reprimands, negative points and short detentions for minor issues of inappropriate behaviour. For more serious transgressions, staff should refer to the behaviour procedure which gives sanctions for a variety of misdemeanours. This approach aims to give staff some flexibility as professionals, whilst ensuring consistency across the academy. All staff have a responsibility to report incidents of behaviour both positive and negative using Academythe academy’s online recording system.

In the majority of cases where behaviour falls below the expectations of the academy the process would start with class teachers and move through to Heads of Department and detentions or negative points. This would then normally escalate to Head of Year and then to SLT. During the process of escalation parents/carers would be involved to attempt to resolve the situation.

The academy has a Reflection Room which is used to isolate students who are significantly disrupting the learning environment for others. This could be interrupting the teacher by continuing to call out, despite being told not to; significantly disrupting the learning of another student or students by continuing to talk to them about things not related to the lesson or at an inappropriate time (e.g. when the teacher is talking to the whole class); or stops the teacher from teaching or prevents others from learning in another way. Prior to using the Reflection Room staff should in most circumstances issue a formal warning, this is to attempt to diffuse the situation before the removal of student. The period of time spent in the Reflection Room is determined on an individual basis following the lesson exit procedure. The Reflection Room is also used for academy detentions after academy each day, which parents/carers will be informed if their child is required to attend.

The academy may also withdraw the chance for a student to take part in organised extra-curricular activities (including educational visits and outdoor learning) if behaviour of the student falls below expectations in academy or on previous educational visits and outdoor learning activities.

The academy has an internal exclusion unit, which students can be referred to by pastoral and senior staff for an extended period of time. External exclusion is only used in the most serious of cases, for example violent behaviour. External exclusions are always authorised by the Principal or one of the Vice Principals.

Where a student's behaviour continues to be poor, with repeated visits to the Reflection Room and/or internal exclusion unit, Heads of Year together with SLT will explore different options. Parents/Carers will be contacted and regular meetings held to agree targets and actions. Alternative Provision, in academy or at a different provider, may be used or a managed move to another academy may take place. The academy will follow the Pre-Exclusion Assessment Process (PEAP) as detailed in the Astrea Exclusion Policy.

The relationship with parent/carers is crucial to student behaviour and academy will often contact home for both positive and negative reasons. AcademyOnline systems give parent/carers up to date information, including the ability to see House points and negative points as soon as these are logged by staff.