



SIR ROBERT PATTINSON ACADEMY
BEHAVIOUR POLICY

Operational from 01.09.2021

Date Reviewed:	September 2021
Date approved by Governors:	13 September 2021
Review Date:	September 2024

BEHAVIOUR POLICY

Sir Robert Pattinson Academy is committed to achieving and maintaining the highest standards of behaviour and discipline among its students at all times. It seeks to achieve this by encouraging a positive attitude towards students, a recognition of individual strengths and achievements and the development of self-discipline. It is recognised that contact with parents and carers must play an important part in the maintenance of good order because of their role in support of the educational process. The day to day maintenance of discipline remains the responsibility of the Head Teacher and staff with full support of the Governing body. All staff have a shared responsibility to manage the behaviour of students and model appropriate behaviour and discipline. Where appropriate the application of a series of sanctions emphasising the unacceptability of anti-social behaviour will be applied.

Objectives

- To provide teaching and learning which fulfils the needs of the individual
- To recognise achievement and engage the students in all aspects of Academy life
- To provide an orderly environment, where students and staff are mutually respectful
- To implement rewards and sanctions fairly and without prejudice
- To develop positive relationships with all our partners involved in the education of our students
- To work effectively with parents and the community to ensure the best possible benefit for the students

Sanctions are seen as a necessary aspect of behaviour management and are used when necessary. Sir Robert Pattinson Academy believes that to be effective, sanctions must be seen as fair, consistently applied throughout year groups, and must be understood and accepted by students, staff and parents and carers. Additionally, the Academy takes bullying very seriously. This policy should be read in conjunction with the following policies:

COVID-19 Risk assessment

Exclusion policy

Screening and searching pupils

Anti-bullying policy

Allegations of abuse against staff

Use of force to control or restrain pupils

Banned items

Basic Rights

Sir Robert Pattinson Academy believes that all members of its community (adults and students) have the right to be treated with respect and valued as individuals. Basic expectations (in the form of a simple code of conduct) of students are displayed in all teaching rooms and in other relevant areas. Students are frequently reminded of their responsibilities and behaviour expectations. The Academy is sensitive to the needs of all students including those with SEND in line with the Equality Act 2010 while ensuring standards of behaviour across our Academy remains high.

The aim of this document is to set out expectations of behaviour, how good behaviour will be encouraged, set out how inappropriate behaviour will be corrected and promote a consistent and shared approach for the whole Academy community.

The way that students and staff feel about themselves and the Academy environment affects the way they behave.

Key Points

- Behaviour in and out of lessons is crucial in creating the best environment for learning.
- Students need to behave well in order to maximise their achievement and attainment at the Academy
- All staff model expected behaviour
- All staff are expected to be able to manage behaviour – have high expectations and follow procedures
- A reward system exists to encourage students to behave and have the right attitude
- A set of sanctions exist to correct unacceptable behaviour including where pupils do not follow the code of conduct and movement around the Academy site.
- Learning and teaching reflects the interests and needs of students – well planned and resourced lessons ensure engagement and enjoyment in learning

Roles And Responsibilities

Student responsibility:

- Wear the correct uniform and follow the expected dress code
- Remove all outdoor clothing when entering the building (coats, hats, gloves etc)
- Students are expected to 'pack their bags' the night before and ensure they are equipped for their next day of learning.
- Move sensibly and quietly around the site, remaining in your assigned seat and following staff instructions.
- Students are expected to behave in a respectful, polite and courteous manner at all times
- Eat at break and lunchtime in your zone, canteen or designated seating areas outside or in the main hall.
- Do not use mobile phones on the Academy site.
- When given books to take home, students are responsible for ensuring that they are returned to school on time and in good condition.
- Students are expected respect the Academy environment and not litter or cause damage to the Academy sites

Parent responsibility:

- Accept and support actions the Academy takes to help their son/daughter improve his/her behaviour – support, sanction and rewards

Role	Responsibilities
Ready to Learn Tutors	<p>Check uniform equipment every day. Planners checked weekly.</p> <p>Be the first point of contact for parents</p> <p>Consistently apply and adhere to the Academy behaviour policy and systems</p>
Subject Staff	<p>Meet and greet students at the door.</p> <p>Be visible during changeover and promote positive corridor conduct.</p> <p>Consistently apply and adhere to the academy behaviour policy and systems</p> <p>Establish and maintain good relationships with students; exercise appropriate authority and act decisively when necessary</p> <p>Ensure seating plans promote positive behaviour</p>
Heads of Department	<p>Meet and greet students in your faculty area.</p> <p>Be visible during changeover and promote positive corridor conduct.</p> <p>Support the faculty to deal with any behavioural issues</p> <p>Monitor behaviour incidents that take place within the department and follow up as appropriate</p> <p>Communicate specific behaviour concerns to House Team Leaders and pastoral support workers to develop coordinated support strategies</p> <p>Communicate behaviour concerns and staff training needs via SLT link</p> <p>Harness parental support by contacting parents when issues arise</p>
House Teams	<p>Set high standards and expectations during tutor time.</p> <p>Implement behaviour support strategies for individual students and develop proactive strategies that promote positive behaviour within their House</p> <p>Facilitate restorative conversations</p> <p>Prepare and participate in exclusion reintegration meetings</p> <p>Provide appropriate documentation to support the Head Teacher / Behaviour Lead in making decisions on exclusion</p> <p>Monitor incidents of all natures including bullying, racist and homophobic incidents</p> <p>Counsel, support and mentor vulnerable students</p> <p>Investigate behaviour incidents</p> <p>Set targets with students to support their Behaviour for Learning</p> <p>Communicate with home following behaviour incidents</p> <p>Manage rewards to recognise pupil efforts and achievements</p>
SLT	<p>Support middle leaders in ensuring positive behaviour is consistent</p> <p>Support staff with serious incidents through call out system</p> <p>Carry out reintegration meetings following fixed term exclusion</p> <p>Ensure staff are provided with continuing professional development to support positive behaviour</p> <p>Monitor incidents</p>
Governors	<p>Monitor rewards and behaviour trends</p> <p>Attend meetings for students who are issued final warnings for behaviour</p>

BEHAVIOUR MANAGEMENT PROCEDURES

We expect students to adhere to the code of conduct and Academy rules, however they are not adults and arrive at the Academy with varying abilities to manage their own behaviour. One of the key roles within the Academy is to support students to make the right choices with regards to behaviour and to help them understand modifications required. We expect staff to support students in managing and improving their behaviour where necessary.

There is a clear code of conduct for students to follow to ensure the Academy is a place where high quality teaching and learning can take place. Where students have not followed this code, sanctions will be applied. We also encourage and support reflection of the student so that they can understand the modifications in behaviour that are required for them to be successful during their time with us. When a serious incident occurs, students may be placed in alternative provision while the matter is investigated. They will be provided with the opportunity to provide a statement regarding the incident and their involvement.

Code Of Conduct

Pupils should	Pupils should not
show respect for each other regardless of race, culture, gender, sexuality or religion	in any way verbally or physically mistreat anybody else
show respect for adults including following instructions when asked	show disrespect towards adults
be polite to others	engage in bullying and/or teasing
show respect for property belonging to others and to the academy	damage other people's property, including that belonging to the academy
show respect for people's right to learn	disrupt the learning of others
wear the full academy uniform	wear make-up or more than one pair of silver studded earrings in the lobe
be punctual to the academy and to lessons	be late to the academy and lack punctuality when on academy premises
ask permission from a member of staff before leaving a classroom, note is needed in planner	leave classes without permission
hand in all work on time, including homework	fail to hand in homework on time
attend the academy ready to learn with the correct equipment; bring in notes explaining any absences	eat or drink during lessons including the chewing of gum
work to the best of their ability during lessons	bring mobile phones, ipods/ipads or other electrical items to the academy
use academy ICT facilities sensibly and safely	access other pupils' files and documents on the academy ICT network premises
Look after all academy property	steal academy property or that of other pupils
Participate fully in Academy life	Engage in any other activity in or out of the academy which could bring the academy in to disrepute e.g. smoking

In The Classroom

The code of conduct combined with the classroom expectations for learning give clear guidance on the behaviour we expect to see from our students during lessons. Teachers and support staff will reinforce this code and seek behaviour modifications from students where required.

Around The Academy

All staff have a responsibility to manage student behaviour and uphold the Academy's expectation and should support each other throughout the day. Individual staff will have particular days when they are on duty at key times to maintain a calm and purposeful atmosphere during the day. The senior leadership team will always be on duty during breaks, lunches and after school.

No member of staff should walk past a student engaged in inappropriate behaviour, wearing incorrect uniform or breaking an Academy rule without following it up. Staff should speak calmly but firmly.

Allow time for students to conform and repeat a request if necessary without shouting. If they fail to cooperate remind them that they have chosen for further action to happen.

Outside The Academy

Any behaviour while wearing our school uniform which brings the Academy into disrepute including travel to and from the Academy site or representing the Academy will be sanctioned in line with the code of conduct outlined in this policy.

Sanctions

Where required, the following sanctions will be applied:

- Verbal warnings
- Class teacher detention
- Head of Department after school Friday detention
- Departmental reports
- Social isolation for lunch time
- Isolation from the Academy day
- House reports/A2L Booster
- SLT reports
- Isolation (including while investigating an incident or allegation)
- Use of external support agencies including Pupil Support Plans (PSPs) and access to behaviour outreach service
- Suspension
- Permanent exclusion
- Confiscation: In the event of a confiscation of an item not permitted within our behaviour or uniform policy, the item will be returned at 3.15pm the same day, unless there have been repeat confiscations where it will be returned on Friday (unless collected by a parent)
- In the event of an act which contravenes a law such as the Sexual Offences Act 2003 or Equality Act 2010 or with the use or possession of a banned item, the Academy will refer to all appropriate agencies such as Police, Early Help,

Children's Social Care or Channel. (This list is not exhaustive and our referrals will depend on the nature/severity of the incident).

We welcome parental support with this matter to minimise disruption to the Academy with managing pupils' property.

In the event of a confiscation, in respect of our banned items policy, the item may be turned over to the local police.

Below are examples of unacceptable behaviour that will warrant a sanction. This is not an exhaustive list.

<p>Lateness Arriving late for the start of the Academy day or late to lessons during the Academy day.</p>	<p>Disruption Talking or chatting Not listening; Refusing to work / producing an inadequate work Shouting out; Inappropriate language; Using a mobile phone Chewing, eating or drinking Making noises, tapping, and throwing things, wandering around the room</p>	<p>Forgetting or failing to complete homework;</p>
<p>Non-compliance Talking over a teacher; Answering back Not following instructions; Being rude; Arguing with a teacher; Not wearing correct uniform; Walking out of lesson</p>	<p>Damage to Property Deliberate misuse or damage to the property of another student or a member of staff; Deliberate damage to Academy buildings, fittings or equipment; Vandalism.</p>	<p>Uniform / Jewellery Failure to wear the correct uniform. Wearing jewellery other than that permitted as set out in the Student Planner/Uniform Expectations.</p>
<p>Litter Dropping litter within the building or anywhere on the Academy site.</p>	<p>Swearing Using unacceptable language particularly when directed at another student or staff member.</p>	<p>Bullying Cyber / online bullying; Physical bullying; Verbal bullying Threatening behaviour</p>
<p>Racist or Prejudice incident Using racially offensive language or gestures, particularly towards a student or staff member.</p>	<p>Theft Taking an item without permission from the owner.</p>	<p>Smoking Smoking or carrying materials on the Academy site, whilst in Academy uniform, travelling to or from school/on visit</p>
<p>Drinking Drinking or carrying alcohol on the Academy site, whilst in Academy uniform, travelling to or from school or on an Academy visit or activity.</p>	<p>Drugs Possessing, using, distributing, supplying or dealing in any illegal drugs on site, whilst in uniform, travelling to or from school/ on a visit. Any involvement in illegal drugs</p>	<p>Offensive Weapons Carrying any offensive weapon on the Academy site, whilst in Academy uniform, travelling to or from school or on an Academy visit or activity.</p>

<p>Verbal Assault Any outburst of aggressive, violent or threatening language directed at a student or staff member.</p>	<p>Physical Assault Any physical, aggressive or violent attack against another student or staff member; Fighting between students;</p>	<p>Any other extreme behaviours including inciting others to extreme behaviours.</p>
<p>Lateness Arriving late for the start of the Academy day or late to lessons during the Academy day.</p>	<p>Disruption Talking or chatting Not listening; Refusing to work / producing an inadequate work Shouting out; Inappropriate language; Using a mobile phone Chewing, eating or drinking Making noises, tapping, and throwing things, wandering around the room</p>	<p>Lack of Equipment All student should have basic equipment as follows: A strong sensible bag Pen, pencil and a ruler, Forgetting or failing to complete homework</p>
<p>Sexual Violence & Sexual Harrassment Could occur online,offline, both physically and verbally and is never acceptable.</p>		

Praise And Reward Systems

Praising students, rewarding achievement and a structured system of reward, raises self-esteem. It encourages students to attain high standards by raising expectations, recognising achievements and increasing confidence and self-belief.

Praising students is something teachers do all the time in lessons. Verbally acknowledging students' efforts, achievements, attitude and behaviour is an integral part of every successful lesson or interaction between staff and students in all aspects of school life.

SRPA 'ACES'

How to earn rewards at SRPA?

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Attitude2Learning

- Once a term your subject teachers will grade you on your Attitude to Learning (A2L). From this you will be given an A2L grade and be awarded house points as follows:

Expert Learner	800 points
Highly Effective Learner	600 points
Effective Learner	400 points
Developing Learner	200 points

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Core Values

- SRPA have 6 core values—Aspiration, Respect, Community, Engagement, Environment and Reflection.
- You will be given a 'coffee shop style' card and every time you demonstrate one of the core values inside or outside of the classroom, a member of staff will stamp your card.
- Completed cards can be handed in for house points and as a ticket for a prize draw!

Engagement

- Staff can award house points for when pupils engage particularly well in a subject. This could be attending a lunchtime or afterschool club, representing the academy at an event such as cross country or the Maths Challenge or helping out at events such as open evenings or transition days. You will also see a list of ways to get involved around school.
- Pupils who give their time and effort to contribute to the house system, wider curriculum and community will be recognised and rewarded with house points.

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Stars

- Every lesson subject teachers will award 3 'Stars of the lesson'. This will be to those pupils that have gone beyond their own capabilities, shown extra effort and stood out as having a really good lesson. Stars of the lesson will be given 10 house points. Star of the lesson cards will also allow a queue jump in the canteen.
- At the end of each half term, subject teachers and tutors will award 2 students 'Star of the term'. This will give them a postcard, 20 house points and an email home.

Whole Academy Monitoring Systems

Key principles of the report system:

- It is a support and monitoring mechanism, not a sanction in its own right
- Clear targets are set – these should be smart and the student agrees to them
- Parents should always be informed when a student is put on report, for how long they will be on it and progress made at the end of the timeline
- Comments on reports should be an honest reflection of their conduct and follow-up action on the part of the member of staff made clear, e.g. kept behind, note in planner for parents
- Rewards and sanctions should be issued by staff as per relevant policies
- Where a student successfully responds to the report system and maintains the change after it has been taken away they should be given credit
- Where a student unsuccessfully responds to the report system then they will go up a stage
- When a student is placed on report the type of report and reason should be recorded on Go for Schools
- Report is checked daily by member of staff and parent (followed up by a telephone call if parent has not signed for two days)

Report & Monitoring

Report	Support in place*	Guideline timeline	Parent contact
Department Monitoring	<ol style="list-style-type: none"> 1. Parents informed in writing with reason. 2. Seating or group change 3. Clear targets 4. House/Tutor informed 	2-4 weeks	<ol style="list-style-type: none"> 1. Telephone call at start and end. 2. Weekly letter or report sent to parents informing them of progress
A2L Booster	<ol style="list-style-type: none"> 1. Letter home to parents 2. Tutor discussion 3. Head of House informed 	4 weeks	<ol style="list-style-type: none"> 1. Parent contact at start and end 2. Parents sign report daily
House Report	<ol style="list-style-type: none"> 1. Regular meeting with parents 2. Careers interview 3. Review timetable 4. Peer Mentor 5. SEN referral 	4 weeks	<ol style="list-style-type: none"> 1. Contact with parents initially. 2. Regular telephone calls or meetings with letter written in response to meetings confirming progress/action. 3. Parents sign and comment on report daily
SLT Red	<ol style="list-style-type: none"> 1. Regular meeting with parents. 2. Review timetable. 3. Support. 	2 weeks	<ol style="list-style-type: none"> 1. Weekly meeting with parents. 2. Regular telephone contact.
Following an fixed term exclusion, all students will be placed on SLT report to monitor their reintegration into the Academy			
Personal Support Plan (PSP) SLT	<ol style="list-style-type: none"> 1. Weekly meetings with parents, student and House team. 2. Involvement of outside agencies. 3. Reduced timetable or other provision. 	8 weeks	<ol style="list-style-type: none"> 1. Weekly meetings with parents with follow up letters. 2. Meeting with Headteacher, PSP Manager, Parents and Student after 4 weeks. 3. Parents sign and comment on report daily