



ATTITUDE AND BEHAVIOURS POLICY

Last Reviewed: April 2019

Next Review: April 2020

DEVELOPMENT, DISSEMINATION AND LOCATION

This policy is reviewed annually by SLT who are responsible for ensuring this policy is disseminated and understood by all.

This policy is also reviewed annually by Giles Voice (School Council). It will then be e-mailed to all staff and explained to all students in assemblies (discussion will then follow in tutor groups as part of PLC (Personal Learning Curriculum) and any suggestions for amendments will go to Giles Voice.

This policy will then go to Governors Students and Staffing sub-committee for approval and then to the full Governors meeting for adoption.

Parents will be informed via the end of term Head of Year letter that the reviewed policy is available on the school website and they are invited to comment.

A reference hard copy will be kept in the Staff Handbook folder in the Head's PA office. It will also be stored on the staff drive (Y drive) in the Staff Handbook.

At Giles Academy we aim to:

- promote good behaviour, reward for good behaviour, promote mutual respect and develop positivity.
- promote positive relationships (and thus reduce/prevent incidents of bullying and exclusions)
- develop a positive attitude to learning for students and staff
- provide students with a visual Behaviour Continuum to provide clarity to whole school behaviour expectations

STUDENT BEHAVIOUR - PRINCIPLES

We seek to create a caring and learning environment in the school by:

- promoting personal responsibility, good behaviour and discipline
- establishing positive self-esteem, self-discipline, regard for authority and positive relationships based on mutual respect
- ensuring fairness of treatment for all and consistency of response to both positive and negative behaviour by listening to all
- embedding restorative approaches
- providing a safe environment free from disruption, violence, bullying and any form of harassment
- promoting the wellbeing of all vulnerable students such as those with SEN, EAL or specific mental or physical health needs or those considered in the LGBTQ group
- encouraging a positive relationship with parents and carers to develop a shared approach to support students in making the right choices.

Students agree to:

- be polite, helpful and supportive to staff and other students and respond positively to staff requests
- respect other peoples' property

- wear the correct school uniform
- have basic school equipment and books for each lesson
- have due regard for the health and safety of themselves and others and take responsibility for their actions both inside the school building and on the school field/playground
- complete classwork and homework to the best of their ability and hand it in on time
- respect the school buildings, equipment and surroundings and help to keep them free from litter and graffiti (this includes all school transport)
- attend school every day and on time and arrive to every lesson promptly
- mobile phones and other electronic devices should be kept switched off (or on silent) and should only be used in lessons if the teacher gives permission for a specific part of a lesson (e.g. to use as a calculator, to record homework etc.). Items being used inappropriately in lessons may be confiscated by the member of staff until the end of the lesson or put in the school safe for collection by the student at the end of the school day. In extreme cases of misuse, the item may need to be collected from school by a parent or guardian.

Giles Academy cannot be responsible for electronic items which are brought onto the school premises.

REWARDS AND RECOGNITION

A positive and encouraging school ethos is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping students to realise that good behaviour, while being the expected norm, is valued. Integral to the system of rewards is an emphasis on praise, both formal and informal, to individuals and groups. Praise begins with frequent use of encouraging language and gestures, both in lessons and around the school, so that positive behaviour is instantly recognised and positively rewarded.

Our current rewards system includes:

- Verbal praise, either personal or public
- Positive comments in exercise books and on students' work
- Merits
- Sending students to Head of Year/Head of Department for praise
- Rewards from Heads of Year/Head of Department
- Postcards/letters home/text messages
- Recognition in assemblies, Year Team Award Ceremonies (with certificates and prizes)
- Awards Evening
- Good references
- Positive referrals on Eportal

SANCTIONS

Sanctions are needed to respond to unacceptable behaviour. They have three main purposes:

- impress on the perpetrator that what he or she has done is unacceptable
- deter the student from repeating that behaviour
- signal to other students that the behaviour is unacceptable and deter them from doing it.

The possible sanctions may include:

- one-to-one verbal reprimand
- withdrawal of access to the school IT system (if the pupil misuses it by, for example, accessing an inappropriate website)
- referral to Head of Department/Head of Year/SLT
- phone call/letters home
- detention – break/lunch – see detention plan
- detention - after school confirmed by text message to the parent 24 hours before – see detention plan
- carrying out a community service task in the school e.g. picking up litter, helping in the canteen
- payment for damaged items
- behaviour and/or punctuality reports - Form Tutor or Head of Year (HOY)
- invitation to parents to have a positive meeting with parents to support student
- behaviour contracts (PSP Pastoral Support Plan)
- removal to Learning Support Centre (LSC) (Senior Leadership Team (SLT) and Head of Year/Department (HOY/HOD) only)
- referral to Head of Lower School/Upper School/Sixth Form via HOD/HOY
- referral to Head Teacher by Head of Lower School/Upper School /Sixth Form
- for some students, who may have a range of needs that require support from different agencies, it may be appropriate to assess those needs by using an Early Help Assessment form
- fixed term exclusion (Headteacher only)

Restorative Approaches – the Head of Year/Head of Department may deem it necessary to hold a restorative meeting with the offender, victim and others involved. This approach will support the offender understanding how the victim/s have been affected and will be facilitated by an impartial member of staff.

A PSP (Pastoral Support Plan) is a school-based intervention to help individual students to manage their behaviour. It may be necessary for the student to work with an external behaviour agency B.O.S.S (Behaviour Outreach Support Service) to provide further support. This may be necessary for those where the behaviour is deteriorating rapidly and who are at risk of permanent exclusion. The PSP should identify precise and

realistic targets for the student to work towards; it should be short, practical and agreed with parents and staff.

If a student does not respond to a number of reasonable strategies and to reasonable expectations, or if a student is involved in a serious incident, the Headteacher may ask the Governors to permanently exclude the student concerned.

Students must not:

- wear false nails, acrylics, nail varnish
- have unnatural coloured hair
- use physical or verbal abuse towards staff or other students
- shout out and disrupt a class or the right of others to learn
- instigate or take part in bullying of any description, whether cyber, physical, verbal or psychological
- abuse other students on the grounds of race, culture, or religious belief
- leave the school site without permission (this includes before school when getting off the bus, breaks, lunch and during lessons)
- truant lessons
- record, store, share or distribute any images taken on the school site or school transport
- bring harmful or illegal substances onto school premises (including drugs, alcohol, tobacco, matches and lighters)
- bring any type of weapon onto the school premises or school transport, including any type of knife (even a small penknife on a key ring), any type of gun (including toy gun, air pistol, ball bearing gun)
- smoke/vape on the school premises, or on the way to and from school or be with students who are smoking/vaping
- endanger the lives of other members of the community by setting off the fire alarm without good reason

ROLES AND RESPONSIBILITIES

- Governors, in consultation with the Headteacher, staff, students and parents, establish the policy for the promotion of good attitude and behaviour and keep it under review. Governors will support the school in maintaining good attitude and behaviour.
- The Headteacher and SLT will be responsible for the implementation and day-to-day management of the policy and guidelines.
- Departmental disciplinary procedures must fit within the framework of the school policy.
- **All** staff will be responsible for ensuring that the policy and guidelines are followed and will challenge unacceptable behaviour and inform Tutors/Heads of Department/Heads of Year/Heads of Key Stage, Heads of Lower and Upper School/Pastoral Deputy/Headteacher accordingly.

- The Behaviour Continuum will be displayed in all classrooms and staff will educate students regarding the expectations displayed on the continuum and reflect these expectations when applying judgements to effort grades.
- Thorough investigations will be conducted when necessary and records kept on eportal.
- **All** staff have the responsibility, both in the classroom and around the school, for maintaining the high quality learning environment which encourages good behaviour.
- The school will always aim to work closely with parents and carers to maintain high standards of behaviour. The support of parents for any sanction which may be implemented for unacceptable behaviour is crucial.
- Students are made fully aware of the school policy, procedures and expectations via the pastoral system. Students will be regularly consulted on the effectiveness of the school's rules and sanctions.

REVIEW

- The Headteacher, in consultation with Staff and Governors, will monitor and conduct regular reviews 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.