

MASCALLS ACADEMY

Aspire Believe Achieve

Behaviour Policy

Reviewed : June 2016

Date of Next Review : June 2017

AIMS

At Mascalls we believe in respect: respect for each other, respect for the right to learn and achieve and respect for the environment. Our aim is to create a positive learning atmosphere within the school for all. Students have the right to learn in a safe, orderly environment and the school staff, Governing body and the Leadership group are committed to creating a secure environment in which teachers may teach and students learn.

We believe that if a Behaviour Management policy is to be effective, it should have the effective involvement and support of all groups in the school community, parents, teachers and support staff. **Early intervention** and involvement of parents should be an underlying principle.

REWARDS

At Mascalls Academy we acknowledge the importance of praise. Praise rewards the deserving, can inspire those who from time to time may be struggling. Seeking ways to reward must be at the heart of our teaching.

We must ensure that students of all ability levels and in all year groups can benefit from our rewards processes and that there is a consistent application across Subjects, Key Stages, Year Groups and Learning Communities and that there is no inconsistency between teachers.

We believe that good behaviour is dependent on high self-esteem and that a consistently applied and generous system of rewards, as well as a system of sanctions, is fundamental to achieving this. We want students to feel proud of their achievements and to thrive in a positive and rewarding environment. Teachers act as role models using positive language and actively seeking opportunities to reward students for doing the right thing in terms of behaviour, work and attendance.

The rewards system in Mascalls Academy links to:

- Effort
- Attainment
- Behaviour
- Caring for others
- Positive attitude/ enthusiasm
- Exceptional rates of progress or improvement

A variety of methods of rewarding achievement exist at the Academy and these are currently:

- Verbal Praise
- email or letter home
- A positive phone call home
- Head of Learning Community nomination to Head teacher
- Public display of high quality work
- Acknowledgement through Assembly
- Certificate/Awards at a termly Rewards Assembly.

Generally, as a standard part of every lesson we will look for ways to find students doing things well. We will praise them for this. We will ensure that the quiet, compliant student is not overlooked and we will aim to speak to every member of the class during the course of a lesson positively. A positive atmosphere of mutual enjoyment should be evident in every lesson.

SIMS achievement points form the backbone of our rewards system and can be given by any member of staff.

College Rewards

- Students receiving the highest number of reward points and excellent attitude to learning in their subjects will be awarded a prize.
- Heads of College will encourage Advisors to reward their Advisories with end of term parties, occasional treats etc.
- Prizes in the form of certificates and vouchers will be given for 100% attendance.
- Year 11 students with a good behaviour and attendance record will be invited to the annual prom.
- A letter will be sent at the end of every term to the parents/carers of every child who has received all positive merit marks and no behaviour logs or 100% attendance.
- Heads of College will send congratulatory letters to students who have significantly improved their attendance over the term.
- The termly rewards assembly ensures that academic achievement in all subjects in all year groups is rewarded. Students receiving the highest number of reward points will receive subject awards. These students receive a certificate and a congratulatory postcard sent home to parents. The termly rewards assemblies engender a sense of pride for academic achievement.
- Any student receiving a subject award in the termly rewards assembly will be invited to the Annual Formal Awards Evening.

INTER-COLLEGE COMPETITION

At Mascalls Academy we value the spirit of healthy competition between students. It is our aim that students aspire to be the best they can be in all areas of Academy life, this will include Sporting, Academic and Creative Challenges.

Each term a College will run a competition, with students and staff from the College competing for their College to win points.

Objectives

1. Engender a healthy spirit of competition between colleges.
2. Raise the profile of academic, sporting and creative excellence across the academy.
3. Students to value academic success in line with sporting achievements.
4. Improve participation in Academy Sport.
5. Continue to raise staff morale and expectations.

Summary

All students and staff will compete throughout the year for the Mascalls Academy Inter-College Cup. The winning College will be presented with the Cup in a formal assembly by The prize for winning the cup is a rewards trip for all students and staff in the College

Challenges will run throughout the year. Each College will run two challenges. For each challenge there will be First place (3 points) Second place (2 points) and Third place (1 point). A detailed summary of the challenges will be quality assured by JBR/JVE prior t o launch.

Each semester attendance average % for the College and Total number of reward points will also contribute to the league tables in the same way as the challenges.

SANCTIONS

Sanctions are needed to respond to inappropriate behaviour. A range of sanctions is clearly defined in these procedures and the consistency of their use will be monitored carefully. The procedures make a clear distinction between the sanctions applied for minor and major offences.

DEALING WITH MINOR OFFENCES

A Negative Event should be entered electronically on e-portal (under Negative Student Events) by any member of staff to record a significant incident of 'unacceptable' behaviour. It should not be used for 'general information'. Negative Events must be entered by the end of the working day on which the incident takes place.

INSIDE THE CLASSROOM

All staff are given clear guidance on how to use our procedure for using assertive discipline techniques to manage low level disruption in the classroom. Our approach when classroom rules are broken is to apply SWAT:

1. **State** the rule that is being broken
2. **Warn** of the consequences if the rule continues to be broken
3. **Apply** the sanction – move seats, 10-minute detention with the classroom teacher and logged in SIMS.
4. **Transfer** the student to another classroom – e-portal logged as Dis Transfer, classroom teacher contacts parents, automatic LC detention.

Consistency and uniformity is the key to successful implementation of the policy.

DIFFERENTIATION

In extreme or particular circumstances our behaviour policy is differentiated to ensure that our more vulnerable students are not discriminated against. Any differentiation to the application of the behaviour policy will be agreed via consultation with all stakeholders. The final decision will be made by the SLT.

SANCTIONS FOR PERSISTENT DISRUPTION TO LEARNING

NUMBER OF TRANSFERS IN A TERM	SANCTION
3	FULL DAY REFERRAL
8	2 FULL DAYS REFERRAL
12	3 FULL DAYS REFERRAL
16	ONE DAY EXCLUSION
20	TWO DAY EXCLUSION
24	THREE DAY EXCLUSION
28	FIVE DAY EXCLUSION

OUTSIDE THE CLASSROOM

Teachers take action themselves and enter a Negative Event on e-portal on the day of the incident.

Action could be:

- a verbal warning
- note in planner
- phone call home
- Personal Detention 10 or 20 minutes
- LC Detention: 60 minutes (refer to HOLC LC-PM or SLT).
- Senior Leadership Team (SLT) detention: 90 minutes (can only be issued by SLT)

If a student is offsite at lunch time the student will receive an LC detention and be taken out of circulation for the rest of the lunch / break

PROCEDURE FOR MAJOR OFFENCES

A major incident would be classed as being:

- An unprovoked assault on a student and/or member of staff.
- Criminal damage to personal and/or school property
- Intimidation of a member of staff
- Defiant or continued refusal to obey a reasonable instruction
- Any criminal act including drug abuse, extortion, pornography, bringing a knife or weapon into school etc

Not all major incidents will lead to exclusion or referral to the Student Referral Centre, with every case being assessed on an individual basis, but consistency of sanctions will be maintained. Under no circumstances should students be placed unsupervised outside the classroom, but there may be some special circumstances when students are taken from the classroom to another supervised teaching area e.g., a heated argument, dangerous behaviour, violent conduct etc. If the student cannot be quickly returned to their classroom, the HOD and SLT on call should be immediately contacted.

Student statements should be taken by the person dealing with the incident who then refers it to their line manager.

EXCLUSIONS

The school is committed to a policy of inclusion. The Head Teacher will normally only resort to fixed term or permanent exclusion when all other methods of support and sanction have failed or are deemed inappropriate. The Head Teacher may also decide that an exclusion is warranted in the case of a first offence, or a student who has not been previously monitored for behaviour, if the offence is of a sufficiently serious nature. The Head Teacher will follow the guidance in DfEE Circular 10/99 in reaching the decision to exclude and will follow the procedures set out in Annexe D of Circular 10/99 and its revisions ('2012 Guidance' on the 2006 Education Act) with regard to 6th day exclusions.

A decision to exclude a student will only be taken in response to serious breaches of the school's discipline policy and/or where, if allowing the student to remain in school it would seriously harm the educational welfare of the student themselves or others in the school.

The school participates in the WKLF protocols for managed moves, by which students may transfer to other schools initially for a six week trial period as an alternative to permanent exclusion in certain cases.

FIXED TERM EXCLUSIONS

If the behaviour is so serious it may be appropriate to exclude a student from the school for a fixed period. Under the Education and Inspections Act 2006, parents are responsible for ensuring their children are supervised during the first five days of a fixed term exclusion. If students on exclusion are seen by staff or police unsupervised, then parents or guardians will be liable to a penalty fine. For fixed term exclusions that last for more than six days, the school is responsible for providing full time education from day six onwards.

Following any fixed term exclusion, parents or guardians will be expected to attend a reintegration interview with a member of staff at the school to discuss the reason for the exclusion and seek reassurances from the student about their future conduct.

PERMANENT EXCLUSION

Some behavior types may result in permanent exclusion. These include:

- The use or possession of illegal substances or paraphernalia on the school grounds or while wearing school uniform
- The use or possession of any object deemed to be a weapon by the police (including any blade or knife) on school grounds or while wearing school uniform
- Serious threatened or actual violence towards another student or member of staff
- Sexual harassment or persistent bullying.
- Persistent and systematic disruptive behaviour resulting in the learning of others being significantly affected.

INTERNAL EXCLUSIONS

The school has an internal exclusion room which is staffed at all times. Students may be placed in there, whilst an incident is being investigated or when they are preventing others from learning or they pose a threat to the well-being of other students.

During their time in internal exclusion, students will be given work to do or may at times be able to follow their normal programme of study. They will have breaks and lunchtimes at different times from the rest of the school and will be supervised at these times.

A member of the College Leadership Group will place students in the Referral Room for a fixed period for a range of behaviours. Parents will be informed. If a student does not meet the clear expectations of behaviour while placed in the Referral Room, the student will be excluded by the Head Teacher for a fixed period.

VIOLENCE

Physical violence of any sort has no place at Mascalls. All cases of violence will be subject to a consequence and the more serious ones will lead to either fixed term or permanent exclusion and, for the severest cases, referral to the police.

DRUG RELATED INCIDENTS

The school's policy and practice on drug related incidents is based on DfEE Circular 4/95.

The school is committed to tackling misuse among young people and any incidences of possession, use, supply or agreement to supply illegal drugs on the school's premises will be regarded with the utmost seriousness.

The Head Teacher has the responsibility of deciding how to respond to particular incidents taking account of factors such as the age of the student concerned, whether the incident involved one student or a group of students and whether there is evidence of particular peer group pressure.

Possession of drugs on the school premises may well lead to permanent exclusion and in cases where it is clear that a student is selling illegal drugs and the health and safety of other students is directly at risk permanent exclusion will always be an option the Head Teacher will consider. For a second offence permanent exclusion will be almost inevitable.

Where a student has been excluded for a drug related offence there is clearly a particular continued need to provide drug education and support. The Head Teacher may well wish to refer the student to a drug support programme such as one run by Kent County Council's Youth and Community Service and in some cases may make a reintegration into the school conditional on attendance on such a programme.

DfEE Circular 4/95 states that "the Secretary of State would expect the police to be informed when drugs are found on a student or on the school premises" and it also states that "where a teacher is told, or is aware of possible criminal activity outside the school premises, the Secretary of State would also expect the police to be informed in the interests of safeguarding the health and safety of young people in the area". The school will inform the police in both these incidences and co-operate fully in any enquiries they may wish to carry out.

Dfes Guidance (2004) states Head Teachers are within their rights to test students on the school premises. Mascalls does not carry out random drug testing but reserves the right to test students who are suspected of contact with illegal drugs or alcohol. In such cases parents will always be informed of the outcome of such a test.

Smoking or the consumption of alcohol are not permitted on the school premises. Parents will always be informed of such incidents and, if necessary, the police. The range of sanctions will depend on the circumstances but serious incidents could lead to exclusion.

BULLYING

Mascalls Academy has a zero tolerance approach to bullying. Any report of bullying is investigated by our Anti-Bullying team. Sanctions and support are put in place for both victim and bully. A full anti-bullying programme is delivered to throughout advisory and assembly. Please see separate anti bullying policy for full details.

RACISM

The school believes that all students, regardless of their ethnicity, colour or creed should be treated equally. The largest minority grouping in the school are children from traveller families and any abuse on grounds of family background of these students will be deemed to be racist.

The school has adopted the definition of racism found in law following the Stephen Lawrence inquiry. This deems that if an incident is perceived to be racist by the victim then it must be treated as such.

Racist remarks and behaviour at Mascalls ranging from the unintentionally hurtful comment to the outright malicious act, will always be challenged and, where necessary, sanctions will be applied.

All racist incidents are reported to and audited annually by the LEA. They also are included in a regular pastoral report to governors.

SEXISM

The School's Equal Opportunities policy underpins the school's position on discrimination on the grounds of gender and sexual harassment. Neither will be tolerated by anyone in the Mascalls community and will be investigated in the same way as other breaches of the school's code of conduct.

BEHAVIOUR WHEN TRAVELLING TO AND FROM SCHOOL

Poor behaviour on the way to and from school and any behaviour that brings the school into disrepute will be taken very seriously. Full uniform should be worn on the way to and from school. Poor behaviour on school buses or public transport may result in removal of the right to travel.

DETENTIONS

Detentions can be given to individual students for misbehaviour and/or lack of effort in lessons. **(Please refer to the detention system flow chart on the next page)**

Poor behaviour in a detention will not be tolerated. Students will be asked to leave and be escalated to the next level. Parents will be contacted ASAP.

Teacher Detentions. Students may be detained at lunch or break times for 10 or 20 minutes each day **without advance notification to parents.** Any teacher issuing a student with a detention must communicate this clearly in the student planner.

Subject Area Detentions (SADs). These run for 45 minutes after School. Parents will be informed if a student has a SAD detention 24 hours before the detention is set. HODs must ensure that a record of who attends SAD detentions is kept and information is passed to the Detentions Organiser

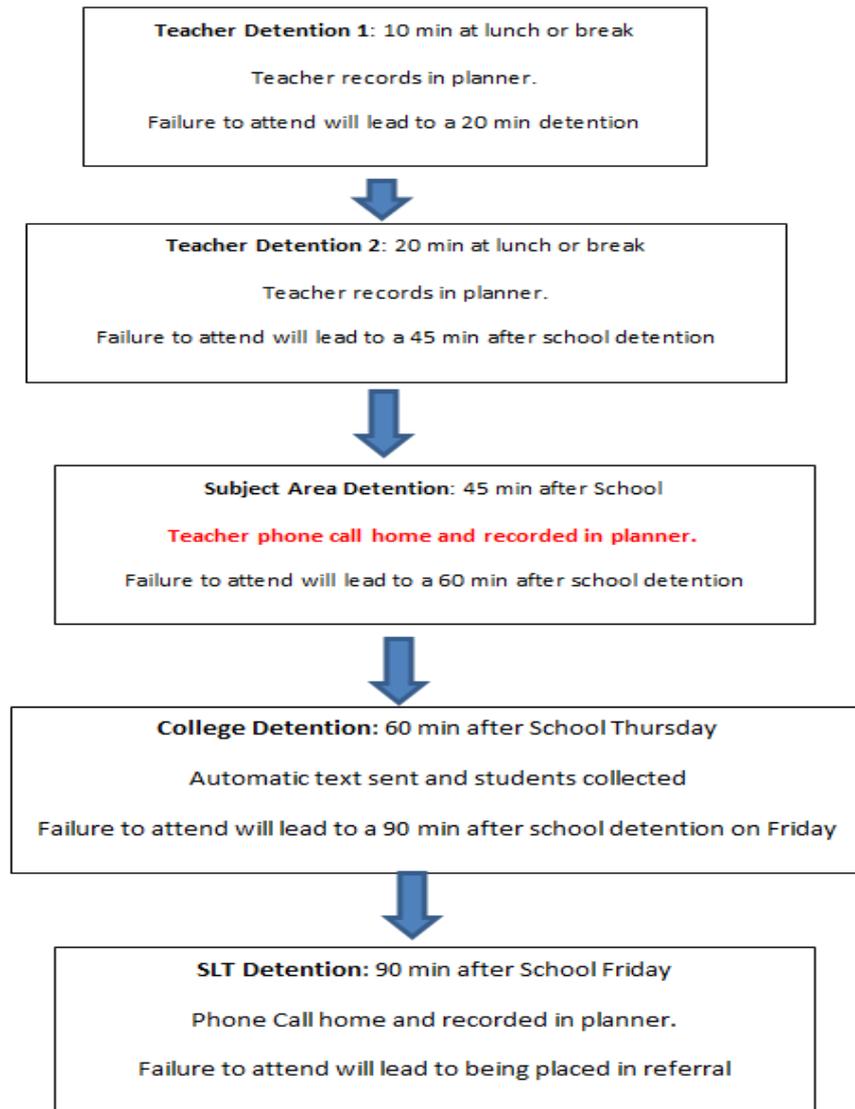
College Detentions. HODs and HOPs can refer students to a **College Detention** for one hour on a Thursday after school (see flow chart on next page). Parents will be informed of this detention by an automatic text message sent on Weds before 16:00. Students will be escorted to this detention.

Senior Leadership Team Detentions. For very serious offences or for missing a College Detention, the student will be placed in a Senior Leadership Team Detention (SLT Detention). This takes place on a Friday and is for 90 minutes. Failure to attend an SLT Detention will lead to the student being placed in the referral room. Parents will be informed of this detention by an automatic text message sent on Thursday before 16:00. Students will be escorted to this detention.

DETENTIONS ISSUED FOR POOR PUNCTUALITY

- Any late P1 will result in a lunch detention on that day.
- Any late for any other lesson will result in a 10 min detention from the class teacher.
- Escalating sanctions will be issued for persistent lateness to any lesson.

MASCALLS DETENTION SYSTEM



2 X LEARNING COMMUNITY DETENTIONS = 1 LEADERSHIP DETENTION

3 X LEARNING COMMUNITY DETENTIONS = 1 LEARNING COMMUNITY AND 1 LEADERSHIP DETENTION

4 OR MORE LEARNING COMMUNITY DETENTIONS = 1 DAY IN REFERRAL AND A LEADERSHIP DETENTION

SEARCHING STUDENTS

The following rights are defined in the Education Act 2011. Academy staff search students with their consent for any item.

The Principal and staff authorised by the Principal have the power to search students or their possessions, without consent, where they suspect the student has a “prohibited item”. Prohibited items are listed under paragraph 19.0.

Searches will be completed by two members of staff with a full written record made.

USE OF REASONABLE FORCE

The Academy recognises that there may be occasions when a member of staff has to take action that involves a degree of physical contact with a student.

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The Academy uses the definition of reasonable force as being “no more than is necessary in the circumstances”. The Academy recognises the DfE guidance that reasonable force is used most often to restrain or to control a student.

All member of staff at the Academy have the power to use reasonable force.

The Academy may use reasonable force to:

- Prevent pupils committing an offence.
- Prevent students injuring themselves or others.
- Damaging property.