


Academy Behaviour Policy



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Gosberton Academy is dedicated to ensuring that our Academy environment supports learning and the wellbeing of pupils and staff through a strong sense of community cohesion. Cooperation, support, and respect are the foundations of our community and we work hard to provide a safe Academy where pupils feel included in every aspect of Academy life and comfortable to voice their opinions.

This policy outlines what we expect from all our pupils in terms of their behaviour, the support and interventions used to address poor behaviour, and the sanctions that will be consistently enforced if this policy is not adhered to. The policy applies in and out of Academy time and premises. It extends to all members of our Academy community. Good behaviour and self discipline have strong links to effective learning and are vital for pupils to carry with them both during and after their Academy years.

The policy is based on the good practice outlined in DfE guidance on Behaviour in Schools (2022) and is in line with the duties set out in [sections 88-94 Education & Inspections Act 2006 (maintained schools)][Schedule 1 to the Independent Academy Standards Regulations 2014 (academies)].

1. Aims

Gosberton Academy believes that all pupils should be aware of the standards of behaviour that are expected of them and takes responsibility for promoting these standards. We hope that by encouraging positive behaviour patterns we can promote good relationships throughout the Academy built on trust and understanding, and that through the use of this policy we can support all of our pupils in developing a high level of social awareness. Our aim is to ensure that all our pupils leave the Academy with the key skills they need to continue to progress to the best of their ability in all areas of life.

2. Academy code of conduct

[Code of Conduct - Gosberton Academy](#)

3. Standards of behaviour

3.1 Academy

The Academy understands that the first step to modelling good behaviour is to lead by example, which means that all staff, volunteers, and anyone else who comes to the Academy must act responsibly and professionally and will never denigrate pupils or colleagues. A response to behaviour may have various purposes including deterrence, protection and/or improvement. We work hard to ensure that discipline is consistent across the Academy so that behaviour boundaries and sanctions are clear to all and are applied fairly, proportionately, and without discrimination, taking into account SEN needs and disabilities as well as the additional challenges that some vulnerable pupils may face. Staff are trained to deal with behavioural strategies as part of their continual professional development and are well informed of the extent of their disciplinary authority.

At regular intervals across the academic year, learners will be reminded about the expectations of behaviours through assemblies, PSHE discussions and supportive pastoral conversations with individual and small groups of learners. Each class will have a charter and be reminded of the Gosberton Goals.

We work with parents to understand their children and their behaviour and believe that in conjunction with behaviour boundaries and sanctions, good support systems, praise, and rewards for good behaviour are an important part of building an effective learning community. The Academy will report behaviour, good or bad, to parents regularly. We encourage parents to communicate with the Academy if they have a concern about their child's behaviour, and we will do as much as is possible to support parents as and when they need it. We promote good behaviour within the Academy curriculum and

reminders of Academy rules and expected standards of behaviour are up on walls in classrooms and situated around the Academy.

Staff are a constant presence around the Academy, in-between classes, during breaks in the Academy day, and at lunch times, to check that pupils are using the Academy grounds respectfully and behaving appropriately.

We recognise that where individual pupils are engaging in continuing disruptive behaviour this can be as a result of unmet needs. If such needs are identified, we will do all we can to ensure that the pupil receives appropriate support. The Academy will put in place general and targeted interventions for pupils who are experiencing difficulties in developing or sustaining appropriate behaviour to improve pupil behaviour and provide support.

We recognise our legal duties under the Equality Act 2010 in respect of pupils with SEN and/or disabilities. Whilst all pupils identified with SEN and/or disabilities are covered under this behaviour policy, we recognise that these pupils often require support which is different from, or in addition to, that required by their peers in order to take full advantage of the educational opportunities available to all pupils. An Individual Behaviour Plan or Pastoral Support Plan will be used for pupils whose SEN and/or disabilities cause them to display challenging behaviour. Advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed. Please read the Trust special educational needs policy and Academy SEN Information Report for more information.

The Academy will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff and this includes protection from bullying. We aim to combat bullying and other harmful behaviour using, amongst others, preventative strategies through the active development of pupils' social, emotional and behavioural skills. For more information, see section 5 of this policy.

Staff will receive regular training, development and support on behaviour which will include bespoke training on the needs of the pupils at the Academy, including matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour. Where relevant, engagement with experts, such as Educational Psychologists and other support staff such as counsellors and Mental Health Support Teams, can help to inform effective implementation of this policy.

3.2 Pupils

The Academy expects all of its pupils to show respect to one another, to Academy staff, and anyone else that they may meet. Incidents of bullying, belittling, or bringing intentional harm to other pupils or staff will not be tolerated. Pupils are ambassadors to our Academy even when off Academy premises, and we expect them to act accordingly. They are expected to obey Academy rules, listen, follow instructions by staff, and accept and learn from any sanctions that they receive. This extends to any arrangements put in place to support their behaviour, such as *pastoral support programmes or parenting contracts*. Academy work and homework should be well presented, completed to a high standard, and handed in on time. The Academy asks that pupils carefully read and then sign a **home-Academy agreement** to show that they have understood what is expected of them and acknowledge the responsibility that they have for their own behaviour.

All policies and documents that have been referred to in this policy will be available on the school website.

Under no circumstances will illegal or inappropriate items be tolerated in Academy, and all pupils will respect and look after the Academy premises and environment. The following behaviour is regarded as completely unacceptable and will result in disciplinary actions and possibly in suspension or exclusion, depending on the circumstances:

- verbal abuse to staff and others
- verbal abuse to pupils
- physical abuse to/attack on staff
- physical abuse to/attack on pupils
- any form of bullying (to the extent not covered above)
- indecent behaviour
- damage to property
- misuse of illegal drugs
- misuse of other substances including “legal highs”
- theft
- serious actual or threatened violence against another pupil or a member of staff
- sexual abuse or assault
- supplying an illegal drug or other substances including “legal highs”
- carrying an offensive weapon
- arson
- unacceptable behaviour which has previously been reported and for which Academy sanctions and other interventions have not been successful in modifying the pupil’s behaviour
- malicious allegations against staff
- racist, sexist, homophobic or other forms of discriminatory behaviour
- persistent truancy/lateness
- possession of items prohibited under the Academy rules as set out in section 4

3.3 Parents

Parents play a big part in ensuring that their children are responsible for their own behaviour in Academy. We ask that parents sign the **home-Academy agreement** to indicate that they will respect and support the Academy’s behaviour policy, including ensuring appropriate use of digital equipment and the authority of the Academy staff. Building Academy life into a natural routine – ensuring that your child is at Academy on time, appropriately dressed, rested, and equipped – will encourage your child to adhere to Academy rules and procedures.

We ask parents to work with the Academy in support of their child’s learning, which includes informing the Academy of any special education needs or personal factors that may result in their child displaying unexpected behaviour. We ask that parents be prepared to attend meetings at the Academy with staff or the headteacher to discuss their child’s behaviour and to adhere to any parenting contracts put in place.

In the case of suspensions and exclusion, parents are expected to provide appropriate supervision for their child during the first 5 days of the suspension/exclusion, ensure that their child is not present in a public place during Academy hours without reasonable justification and, if invited, to attend a reintegration interview at the Academy with their child.

4. Academy rules that apply at all times to all members of the Academy community

Follow and use elements of our school values – Honesty, Exceptional, Aspirational, Resilience and Togetherness.

We have ten Gosberton Goals that we ask our whole school community to follow.

- *We take pride in everything that we do.*
- *We show respect to everyone in our school and community.*
- *We aspire to reach our dreams and strive for excellence.*
- *We are tolerant towards other people’s views and opinions.*

- *We show exceptional behaviour around school.*
- *We work together and support each other.*
- *We are committed to making our school a better place.*
- *We are honest and always tell the truth.*
- *We are enthusiastic about our learning.*
- *We always try our best.*

As well as that, we always talk to our school community about the importance of:

- *Always trying their best*
- *Never giving up*
- The following items are not allowed in academy under any circumstances:
 - Alcohol and drugs including “legal highs”
 - E-Cigarettes, Cigarettes, matches, and lighters
 - Weapons of any kind or instruments/substances intended to be used as weapons
 - Material that is inappropriate or illegal for children to have, such as racist or pornographic material
 - Mobile phones – if a learner is required to bring a mobile phone with them, they are to hand this in at the school office and collect it at the end of the school day.
 - Any article which a staff member 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 pupil)
- Gambling is not allowed on academy property.

4.1 Drugs

The Academy will not tolerate drug use of any sort on Academy property or during off-site Academy activities. The Academy takes its anti-drugs policy very seriously and will discipline any person found to be in possession of drugs. This includes solvents and any other substance that can be misused or harmful. Pupils may be permanently excluded if they are found to be involved in drug-related incidents. This includes supplying, possessing, or taking drugs.

Prescription drugs

Carrying, supplying or taking prescription drugs without lawful reason could result in a permanent exclusion.

Non-prescription drugs

Some over-the-counter drugs can be harmful if misused. We advise that pupils should not carry these in Academy. If they need medication they can go to the main office and Miss Neale will support with this.

Medication

We are aware that it may be necessary for some pupils to take medication during the Academy day. Parents should make the Academy aware of this in writing as soon as their child starts taking the medication. Further details around medication are set out in the ‘Supporting children with medical needs’ policy.

All medication is stored in the main office and will be administered by Miss Neale. Miss Neale will come and collect the learners at the correct time so medicine can be administered.

4.2 Alcohol

Consuming, carrying or supplying alcohol is strictly prohibited. Any pupil involved in any alcohol-related activity may be permanently excluded.

5. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Gosberton Academy wants to make sure that all pupils feel safe at Academy and accepted into our Academy community. Our ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of our behaviour policy and will not be tolerated.

Bullying can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and pupils. The Academy practices a preventative strategy to reduce the chances of bullying, and our anti-bullying policy is instilled in our curriculum and everything we do at the Academy. It is made very clear to pupils what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in disciplinary action.

If an allegation of bullying does come up, the Academy will:

- take it seriously
- act as quickly as possible to establish the facts
- record and report the incident; depending on how serious the case is, it may be reported to the headteacher
- provide support and reassurance to the victim
- make it clear to the 'bully' that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and the Academy will make sure that they understand what they have done and the impact of their actions
- ensure that if a sanction is used, it will correlate to the seriousness of the incident and the 'bully' will be told why it is being used
- consider whether suspension or exclusion is appropriate in light of the circumstances.

6. Disciplinary sanctions

Section 91 of the Education and Inspections Act 2006 introduced a statutory power for teachers and certain other staff to discipline students. Gosberton Academy operates using the following disciplinary measures:

Sanctions are adapted relating to the seriousness and frequency of the behaviour.

Behaviour Chart

As part of our behaviour policy, each class has a behaviour chart, the behaviour tree. The staff in each classroom use the chart to promote positive choices and behaviour but also as a consequence to negative choices and behaviour that doesn't follow our policy or our Gosberton Goals.

Each session, learners start on 3. Their aim to remain on 3, or hopefully move up to 4 and 5 as a result of positive behaviours.

If a child does not show acceptable behaviour, they will be given a warning and reminded of the expectations in school. If this does not have the desired impact and they continue to not show acceptable behaviour, they will move down the chart to 2 and potentially 1. When reaching 1, they will be spoken to by an adult in the class, in private, to discuss the learner's

decision-making and the reasoning behind them being on number 1. Through the use of the chart, there is then the possibility that the learner will make their way up the chart.

If a learner ends a particular session on Number 1, this will be logged on the behaviour log and SLT will be informed.

Removal from situation

Whereas the behaviour chart is used for low-level behaviours, there may be times where a more serious situation takes place. If the staff do not feel that the use of the chart is appropriate for a child's behaviour, they will speak to the child in private and discuss the incident/s and look at how we can move forward. This may be that they can return to class following a conversation. However, it may be that a member of SLT is called to escalate the incident to the next level. Where possible, the learner will return to class to ensure their learning is not disrupted. It may be that a time away from the classroom is necessary, either working alone with a member of staff or in an alternative classroom.

Staff-Parent contact

At Gosberton Academy, we believe it is essential that staff and parents are regularly in communication. If we have any concerns or worries around your child's behaviour, the class teacher will speak with the parent. This can be escalated through the stages – a member of SLT and then the Executive Headteacher, but through our open approach, we are hopeful that informing parents with a conversation between themselves a class teacher will ensure a return to more positive behaviours and attitudes.

As a result of our close discussions with parents/carers, we attempt to also recognise improvements and positive efforts with behaviour and attempt to ensure parents/carers are kept informed of positive choices and attitudes to learning and behaviour.

Monitoring

If a learner continues to not show the desired behaviours, it may be the case that an SLT member closely monitors the learner's behaviour and is in more regular contact with parents. If this doesn't see an improvement in behaviour, next steps will be taken.

Pastoral Support Plans

At Gosberton Academy, we are determined to ensure our learners have the best opportunities to learn and flourish. It may be that we feel it necessary to support a learner with a pastoral support plan (PSP). This will be written by the school, but involving the learner, parents and the local Pupil Re-integration Team. This process would be regularly reviewed and involve targets and objectives for all parties to work towards. It may be that the school look to gain further support through BOSS (Behaviour Outreach Support Service)

6.1 Searching and confiscation

The Education and Inspections Act 2006 authorises our members of staff to use confiscation as a disciplinary sanction if it is lawful. This means that staff may confiscate or seize items in the possession of pupils that are illegal or banned by the Academy. It is our first priority to ensure that pupils are in a safe and secure environment when they are in our care, and any items that may jeopardise the safety of other pupils or themselves will be taken off pupils without notice.

A teacher or someone who has lawful control of the child can search a pupil **with their permission** to look for any item that the Academy's rules say must not be brought into Academy. Headteachers and other members of staff authorised by them have the power to search a pupil **without the pupil's consent** if they suspect they are in possession of 'prohibited items'. Before using reasonable force to conduct a search the member of staff should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder. Prohibited items that can be searched for without consent include:

- knives or weapons
- alcohol
- illegal drugs
- "legal highs"

- stolen items
- e-cigarettes, tobacco and cigarette papers
- fireworks
- pornographic images
- articles that have been or could be used to commit an offence or cause harm.

Staff will take into consideration the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.

Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions

The executive headteacher will oversee the practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the designated safeguarding lead (or deputy). The executive headteacher will ensure that a sufficient number of staff are appropriately trained in how to lawfully and safely search a pupil who is not co-operating, so that these trained staff can support and advise other members of staff if this situation arises.

When conducting a search pupils must not be required to remove any clothing other than outer clothing. ‘Outer clothing’ any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves).”

Staff will keep records of all searches. Records will include:

- the date, time and location of the search,
- which pupil was searched;
- who conducted the search and any other adults or pupils present;
- what was being searched for;
- the reason for searching;
- what items, if any, were found; and
- what follow-up action was taken as a consequence of the search.

The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item or if they believe that a search has revealed a safeguarding risk without delay.

The Education Act 2011 allows for staff seizing an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this. Guidance on what to do with particular confiscated items can be found in the latest DfE guidance on searching, screening and confiscation.

Any cigarettes and e-cigarettes confiscated in Academy will be destroyed.

6.2 Use of force

Section 93 of the Education and Inspections Act 2006 enables Academy staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);

- causing personal injury to, or damage to the property of, any pupil (including him or herself); or
- prejudicing the maintenance of good order and discipline at the Academy or among any pupils receiving education at the Academy, whether during a teaching session or otherwise.

Gosberton Academy does not encourage the use of force and it will be used very rarely in special circumstances. There is no definition of when it is reasonable to use force, and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

All staff at the Academy have the authority to use force when reasonable, and this extends to any other person whom the executive head has given the responsibility to be in charge or in control of the pupils. Staff can also use this power when they are lawfully in charge of pupils but off the Academy premises – i.e., on an Academy trip.

Following serious incidents involving the use of force, the Academy will speak to the parents concerned. It is up to Academics to decide whether it is an appropriate occasion to report the use of force to parents.¹

Such serious incidents involving the use of force will also be recorded by the Academy.

7. Attendance

Regular attendance at Academy is required by law, and Gosberton Academy takes attendance very seriously. There is a register taken twice daily and disciplinary action will be taken against any pupils who are discovered to be truanting or are repeatedly late. Parents or carers will be contacted to discuss possible reasons and Academy support systems that could help. More information can be found in the **Trust Attendance Policy and the Academy specific Attendance Procedures**.

8. Uniform and appearance

Effective teaching and learning needs proper organisation, and this starts with a smart and tidy appearance which helps to instil discipline and pride in appearance in pupils and reduces the risk of distraction in lessons.

¹ This mirrors the DfE advice on reasonable force (2013). However, section 93A of the Education and Inspections Act 2006 will make reporting any use of force to parents mandatory (in the context of maintained schools). This provision is not yet in force and no enactment date has been announced. Nevertheless, schools may consider it good practice to always notify parents of any instances where reasonable force has been used against a pupil.

The standard uniform is as follows:

Grey/black skirt, trousers or pinafore dress
School or plain black polo shirt
Red school sweatshirt or plain red jumper
White/dark-grey/black socks or dark-grey/black tights
Plain black formal, flat leather shoes
Grey, black tailored shorts for the summer (optional)
Red/white gingham dress for summer (optional)
Grey, black tailored shorts for the summer (optional)

PE KIT

It is important that children have clothing suitable for physical activity for reasons of health and hygiene. The PE Kit should include:

School or plain T-Shirt (Red)
Shorts (Black)
Plain black jogging bottoms and sweat top
Plimsolls/Trainers
Sun Hat or Cap during hot weather

Safety

Children with pierced ears must only wear close fitting, stud type earrings, but we would prefer that no earrings be worn at all, for safety reasons. Please note that staff are not permitted to remove children's earrings. No other jewellery, apart from watches, should be worn.

The Academy uniform should be worn by all pupils in reception through to year 6. Pupils who come in without the correct Academy uniform on will usually be sent home to change. Repeated incidences of failure to wear the correct uniform may result in further sanctions (including exclusion) being applied.

9. Regulating pupil's offsite conduct

Pupils who are caught or known to have been misbehaving on the way to or from Academy, near the Academy premises or where it would be considered reasonable to impose sanctions for behaviour outside Academy e.g. cyberbullying, will be disciplined by the Academy. This also applies to pupils who break Academy conduct during work experience, Academy trips, or extended Academy activities such as sports events, or any event where poor behaviour might jeopardise the chances of future pupils participating.

Any off-site misbehaviour could result in sanctions. The Academy will take into consideration:

- the severity of the misbehaviour;
- the extent to which the reputation of the Academy has been affected;
- the effect such an action may have on the other pupils;
- the extent to which the behaviour has repercussions for the orderly running of the Academy/or might impose a threat to another pupil or member of staff;
- whether the misbehaviour was on the way to or from the Academy or the pupil was taking part in any Academy-organised or Academy-related activity; and
- if it was at a time when the pupil is in some other way identifiable as a pupil of the Academy or might be expected to act as an ambassador for the Academy.

10. Rewards policy

Gosberton Academy believes that it is important to encourage good conduct throughout the Academy by celebrating and rewarding good behaviour.

Behaviour Chart

The behaviour chart is used to reflect positive behaviours and attitudes and learners aim to move from 3 to 4, and then up to 5 on their class behaviour chart.

Class Dojo Points

Throughout each school day, all learners have the opportunity to earn Class Dojo points. Class Dojo points can be awarded for positive attitudes and behaviours. The Class Dojo points are linked to the school values and Gosberton Goals.

Positive Praise

Gosberton Academy has a very positive culture, always looking to emphasise the positives. The staff are regularly looking to offer praise to learners for making the right choices and having a positive attitude to their learning and their behaviours.

Celebration Assembly

Each Friday, the whole school gather for our celebration assembly. The celebration assembly is an opportunity to share many positives of our week and reward some individual learners and classes for their achievements.

Each class will have:

Star of the week

Class Dojo certificates – Bronze, Silver and Gold

Handwriting award

Presentation award

Headteacher's Award

Throughout the academic year, learners also have the opportunity to be rewarded with their efforts in the Times Table Challenge and the Reading Challenge.

At the end of each term, individual learners also have the opportunity to earn termly awards with the Class Dojo points.

Each week, classes are rewarded for their attendance. Gold, Silver and Bronze attendance certificates are awarded to classes.

A class is selected each week to win the 'Sparkle Award' - an award designed to ensure classrooms are tidy and clean and left well-presented after use. This also incorporates trays, books and tables all being tidy and well-presented at the end of each day.

At the end of each academic year, five learners are selected from each class for annual awards. Each of the five awards reflects one of the school values.

11. Child-on-Child Abuse

Sexual violence and sexual harassment are never acceptable and will not be tolerated. The Academy will act swiftly in response to instances of alleged child-on-child abuse and will follow its safeguarding policy, Keeping Children Safe

statutory guidance and the DfE guidance on sexual violence and harassment between children. Risk assessments will be carried out and measures put in place while investigations into any reports continue. Support will be provided to the reported victim and abuser. The outcome of the investigation may lead to sanctions being imposed in accordance with the terms of this policy.

12. Complaints

The Academy has a standard complaints procedure. We encourage parents to take any complaints or concerns to a staff member or the headteacher, and the Academy will do everything in its power to help resolve conflict or complaints swiftly and effectively. For details of the full complaints procedure see the **Trusts Complaints Policy**.

[This policy will be reviewed annually.](#)