

## Gosberton Academy Behaviour Policy



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## Contents

1. Aims.....	3
2. Academy code of conduct.....	3
3. Standards of behaviour.....	3
3.1 Academy.....	3
3.2 Pupils.....	4
3.3 Parents.....	5
4. Academy rules that apply at all times to all members of the academy community.....	5
4.1 Drugs.....	6
4.2 Alcohol.....	6
5. Bullying.....	6
6. Disciplinary sanctions.....	7
6.1 Searching and confiscation.....	8
6.2 Use of force.....	9
7. Attendance.....	9
8. Uniform and appearance.....	9
9. Regulating pupils' offsite conduct.....	9
10. Rewards policy.....	10
11. Complaints.....	11

*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, 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 and discipline 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

Our Academy Code of Conduct can be viewed on the school website. It is also accessible through the link below.

[Gosberton Academy - Code of Conduct](#)

## 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. 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.

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 school.

Staff are a constant presence around the school, 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. 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 and/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 school's [SEND AND Disabilities Policy](#) -or [SEND Information Report - September 2022](#) for more information.

### 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. *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.*

Under no circumstances will illegal or inappropriate items be tolerated in school, 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 school. We ask that parents sign the **home-academy agreement** to indicate that they will respect and support the school's behaviour policy 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 to discuss their child's behaviour and to adhere to any parenting contracts put in place.

In the case of suspensions, parents are expected to provide appropriate supervision for their child during the first 5 days of suspension, 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 school. If they need medication, they can go to the.

### **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.

Any personal medication for learners is kept in a secure and locked cabinet. Miss Neale is responsible for this and will administer medication as and when required. All forms must be completed prior to any medication being 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 school. 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 is appropriate in light of the circumstances.

Regularly, the learners of Gosberton Academy are spoken to and given the opportunity to share their views on the school. This does involve any worries or concerns about bullying (to themselves or their peers). Each term, Gosberton Academy also take the views of parents/carers through a questionnaire – part of the questionnaire is based on bullying.

To prevent and tackle bullying, the learners at Gosberton Academy are regularly encouraged to inform an adult if they have any concerns or worries. This is emphasised regarding any issues in school or on the journey to and from school but also brings in any opportunities to talk about any concerns and worries around cyber-bullying.

As part of our curriculum, all learners are educated on the importance of internet safety which encompasses cyber-bullying. However, learners at Gosberton Academy are encouraged to follow the Gosberton Goals, not just in school but through their whole lives.

One example, *'showing respect to everyone in our school and community' is something that can be followed and modelled in school, on our journeys to and from school, at home, at the local park but also, while online.*

## 6. Disciplinary sanctions

Section 91 of the Education and Inspections Act 2006 introduced a statutory power for teachers and certain other staff to discipline pupils. 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 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 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 school. 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 school's rules say must not be brought into school. 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'.

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.

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.

Any cigarettes and e-cigarettes confiscated in an 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 school, 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 headteacher 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 schools to decide whether it is an appropriate occasion to report the use of force to parents.

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

## 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 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 school's **attendance procedures and the Trust attendance policy**.

## 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.

The standard uniform procedure can be found here - [Gosberton Academy Uniform Information](#)

## 9. Regulating pupils' offsite conduct

Pupils who are caught or known to have been misbehaving on the way to or from school, 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 school. 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 school/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 school-organised or school-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 school.

## 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. 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 our **Trust complaints policy**.

This policy will be reviewed annually