



**Green Spring
Academy**
SHOREDITCH

Behaviour Policy

Recommending Body:	LAB
Approval Body:	LAB
Approval Date:	27 th September 2017
Implementation Date:	28 th September 2017
Review Date:	Summer 2018
Status:	Approved
Policy Version:	2

Our Behaviour and Anti-Bullying Policy applies to Green Spring Education Trust. It is based on the Department for Education's (DfE) current guidance - Department for Education Behaviour and discipline in schools, January 2016.

Principles underpinning the Behaviour and Anti-Bullying Policy

The Local Advisory Board is responsible for setting general principles that inform the behaviour policy and expects the following:

- students show respect and courtesy towards teachers and other staff and towards each other;
- parents/carers encourage their children to show respect and support the Academy's authority to discipline its students;
- the Principal/Head of School creates a culture of respect by supporting the staff's authority to discipline pupils and ensuring that this happens consistently across the Academy;
- rigorous assessment of need(s) to identify underlying causes of disruptive behaviour
- the academy works positively with external agencies and seeks appropriate support from them to ensure that the needs of all pupils are met by utilising the range of external support available;
- every teacher will be good at managing and improving children's behaviour.

Objectives:

- To promote good behaviour, self-discipline and respect
- To ensure early intervention/ help to address underlying causes of disruptive behaviour
- To prevent bullying
- To ensure that students complete assigned work
- To regulate the conduct of students in and outside the academy

Overview

We want to establish the highest possible standards of behaviour at Green Spring Academy Shoreditch. This is important so that the school is always a warm, caring, friendly and happy place where learning can flourish. Students' behaviour around the school should be of a high standard; every lesson should be characterised by a relentless focus on learning, free from distractions. Every student and every member of staff should be able to feel relaxed and happy, confident that their working environment is one where people are kind, courteous and respectful at all times.

We have very high expectations of our students and a belief that every student is capable of meeting them. The rules are only there because we need them to help us make sure learning can happen in the best possible conditions. Everyone has to follow the rules so that the systems work and everyone benefits.

Our Behaviour for Learning system is based on the principle that, *teachers have a right to teach and students have a right to learn*. At school, in every situation where there are rules, students either choose to follow them or they make a choice to break them and face the consequences. The rules have to be clear and the consequences need to be consistent for this to work and that is our aim in implementing this system.

The policy covers all students on roll at Green Spring Academy Shoreditch and extends beyond the school day and school premises to cover when students are:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform or in some other way identifiable as a pupil at the school
- posing a threat to another pupil or member of the public
- behaving in a way that could adversely affect the reputation of the school.

Roles and Responsibilities

All staff, students and parents/carers of Green Spring Academy Shoreditch are committed to ensuring that all systems and protocols in school are used to:

- promote good behaviour in and around the school
- promote self-discipline and respect
- prevent bullying and keep young people safe (see anti bullying policy)
- ensure that students fulfil their potential by working in a positive, calm and orderly learning environment
- ensure that staff are able to fulfil their duties in a safe, positive, calm and orderly working environment

All staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied.

Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside of the Academy. They will be encouraged to work in partnership with the Academy to assist the Academy in maintaining high standards of behaviour and will have the opportunity to raise with the Academy any issues arising from the operation of the policy.

Students will be expected to take responsibility for their own behaviour on or off the Academy site and will be made aware of the Academy policy, procedure and expectations. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment, including radicalisation, are reported immediately.

Students are encouraged to take ownership of their behaviour through the Student Pledge (drawn up by students and staff) which is included in each student's planner which is shared with parent/carer during the induction process.

Furthermore, students are encouraged to model the positive values of the GSAS pledge within the Academy, at home and within their local community.

Student Pledge

The Student Pledge is the backbone of our behaviour policy. It establishes the expectations required to allow learning and teaching to take place.

The Pledge:

- I promise I will be prepared for learning every day in correct uniform and with the correct equipment.
- I promise I will take an active part in lessons and Academy life, doing my best at all times and helping others to learn.
- I promise that I will follow instructions from staff at all times.
- I promise that I will always respect other people. I will never use bad or insulting language towards them and I will never cause them harm.
- I promise I will not accept bullying of any form and I will make staff aware of anyone who is made unhappy by the actions of others.
- I promise to respect all races, religions and cultures and take pride in our diversity.
- I promise to respect the Academy environment by keeping it clean, safe and calm.

Expectations:

We expect students to adhere to the following expectations:

1. Arrive on time to school and lessons

This means students are expected to be exactly on time for all line ups, tutor time, assembly and lessons

2. Be equipped with relevant equipment for all lessons, music lessons (i.e. instrument) and PE (appropriate kit) Please see planner for equipment list.

3. No use of electronic devices in or within the vicinity of the academy.

4. Uniform: students are expected to wear the correct uniform at all times (see details in the Student Planner). If a student is not in correct uniform they will be sent home following a phone call to parents/carers.

5. Out of Class: during lesson time students are expected to be in class at all times including to and from school. All students out of lessons should have a valid note in their planner.

Students are allowed to drink water in class and are expected to bring in their own water bottle.

6. Corridor Behaviour:

Students are expected to move around the school in a responsible and safe manner. Any students who do not meet this expectation will be issued with appropriate sanctions.

7. Eating/Chewing/Drinking

No eating or drinking should take place in any area of the school other than in 'the Street' area of the academy.

Chewing is completely banned anywhere in the school building or in the outside areas.

8. Expectations in and around the academy

- No electronic devices
- No littering
- Clear away all debris, plates and cutlery after using the dining room
- No pushing-in, in the lunch queues
- Following all instructions from members of staff without argument
- Crossing the roads in a safe, disciplined manner
- No spitting in the street

Powers to discipline

Teachers, teaching assistants and all other paid staff with responsibility for students have the authority to discipline students whose behaviour is unacceptable, who break the Academy rules or who fail to follow a reasonable instruction. The authority to discipline applies to student behaviour in and outside the Academy (when they are engaged in Academy related activities).

We believe the following ten key aspects of school practice, when effective, contribute to improving the quality of student behaviour

A consistent approach to behaviour management:

1. A consistent approach to behaviour management ;
2. Strong school leadership;
3. Classroom management;
4. Rewards and sanctions;
5. Behaviour strategies and the teaching of good behaviour;
6. Staff development and support;
7. Student support systems;
8. Liaison and joint work with parents and other agencies;
9. Managing student transition; and
10. Organisation and facilities.

A consistent approach to behaviour management

The Academy believes that noticing and reinforcing good conduct, attitudes and achievement promotes good behaviour alongside recognising that some forms of negative behaviour need to have appropriate sanction. We will:

- recognise student's achievements beyond classroom activities;
- build positive relationships with pupils through respect, genuineness and empathy;
- provide a safe and predictable learning environment where children are not afraid to make mistakes;
- use incentives, such as praise and encouragement and create opportunities for success;
- understand the emotional aspects of learning and offer timely early help to ensure that children build self-esteem.

Strong school leadership:

At Green Spring Academy Shoreditch the Senior Leadership Team model and promote outstanding behaviour in and around the academy. All members of the Senior Leadership Team are attached to a year group and are available to support colleagues via an on call rota.

The academy follows detailed protocols with regard to anyone entering on site.

Classroom management:

In classrooms, all students are expected to exhibit curiosity, independence and resilience. In the event that students do not meet our expectations for behaviour, the following process is implemented:

First Warning: A first warning, firmly given. This is a signal that a student's behaviour is unacceptable and is affecting learning and therefore needs to be changed. A student's name may be listed on the whiteboard but if no further problems arise, no further action may be taken.

Second Warning: The second warning. This indicates that the student has failed to respond to the previous warning and may have a detention issued by the classroom teacher. In some cases this may result in contact with home.

Final Warning/ Serious Breach of the Behaviour for Learning Policy: Any serious breach of the behaviour for learning policy may result in one of the following:

- The student being *safe housed* within the Faculty for the lesson. This could be followed up by the classroom teacher or the faculty lead with potential sanctions such as: Faculty detention, phone call home and/or parental meeting.
- The student being removed from the classroom and placed in the Internal Exclusion Unit by a member of staff. It is possible that if a student is placed in the IEU, contact with parents will follow.

Rewards and sanctions:

The school policy is to reinforce good behaviour through positive feedback and praise, giving affirmation and recognition to students who model high standards. Students who behave well should be made to feel appreciated for doing so. Rewards are issued for achievement, positive contribution to the community and other aspects of school life. They may include, but are not limited to: Faculty postcards; rewards assemblies; Half term celebration assembly and the Principal's Awards. All positive behaviour should be recognised and logged on Bromcom.

Whilst recognising the importance of developing positive staff-student relationships and an atmosphere in which children feel supported, nurtured and safe, it is also essential that the boundaries established by the school are enforced. Failure to enforce boundaries consistently is often the cause of conflict and confusion about the standards that are expected and will lead to a disruption of learning. Our system works on the basis that the vast majority of students are able to moderate their behaviour so that they operate within the established boundaries; to a large degree this is achieved by issuing sanctions when students cross the boundaries; when they break the rules. Further to this, it is school policy that any sanction issued must be served by the student without negotiation. It is the responsibility of the individual student to attend and to use the time productively. If a student does not serve their sanction, it could be escalated.

Possible sanctions can include:

- A verbal reprimand
- Visual warning on the board
- Extra work or repeating unsatisfactory work until it meets the required standard.
- The setting of written tasks as punishments, such as writing lines or an essay.
- Safehousing – when a student is asked to complete work in a different classroom.
- Loss of privileges – for instance the loss of a position of responsibility or not being able to participate in certain events.
- Missing break.
- Detention including lunchtime or after school.
- School based community service or imposition of a task – such as picking up litter; tidying a classroom; helping clear up the canteen after meal times; or removing graffiti or chewing gum.
- Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed “on report” for behaviour monitoring.
- In more extreme cases schools may use temporary or permanent exclusion.

Detentions

Teachers have a power to issue detentions to students.

Green Spring Academy Shoreditch will make it clear to students and parents that detentions are used as a sanction.

The times outside normal school hours when detentions can be given (the ‘permitted day of detention’) include:

- a) Any school day where the student does not have permission to be absent;
- b) Weekends – except the weekend preceding or following the half term break; and
- c) Non-teaching days – usually referred to as ‘training days’, ‘INSET days’ or ‘non-contact days.’

Staff will allow reasonable time for students to eat, drink and use the toilet.

Staff will not issue a detention where they know that doing so would compromise a child’s safety. When a detention is outside school hours, staff issuing the detention will consider whether suitable travel arrangements can be made by the parent for the student.

Exclusions

- Green Spring Academy Shoreditch follows the prevailing guidance from the DfE on all matters relating to exclusion, including permanent exclusion.
- The Head of School/Principal will decide whether to exclude a student, for a fixed term or permanently, in line with this policy and taking into account all the circumstances, the evidence available and the need to balance the interests of the student against those of the whole Academy community.
- In line with DfE guidance, permanent exclusion is appropriate:

in response to a serious breach, or persistent breaches, of the school's behaviour policy (including not following the student pledge and conduct outside of school) which are communicated to students on a day-to-day basis); and

- Where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.
- Examples of serious breaches for which permanent exclusion might be a reasonable response to a first offence include, but are not limited to:
 - serious actual or threatened violence against another pupil or a member of staff
 - sexual abuse or assault
 - supplying an illegal drug
 - carrying an offensive weapon
 - arson
 - behaviour which poses a significant risk to the child's own safety

The list above is in no way intended to be exhaustive nor to limit the Head of School/Principal's authority to make reasonable decisions regarding permanent exclusions or the Directors' authority to uphold such decisions

Permanent Exclusion

The school will exclude students permanently if deemed necessary for more serious or persistent breaches of the school Behaviour for Learning Policy, whether in school or outside the school gates. The school does not have a "tariff" of exclusion length for different misdemeanours, however there are certain one-off incidents for which permanent exclusion would be considered, given their seriousness.

Behaviour Strategies and the teaching of good behaviour:

Where possible, the academy encourages students to be in the classroom and learning. The foundation for teaching of good behaviour is based upon:

- Clear procedures and processes which are reinforced in and outside of the classroom
- Early intervention/ help to address underlying causes of disruptive behaviour
- The positive promotion of good behaviour
- Good relationships between staff and students
- Clear recording of all incidences
- Effective links with parents and with appropriate agencies

Examples of Rewarding good behaviour

These are some of the rewards that are used to recognise good behaviour and/or student achievement:

- verbal praise that notices and reinforces desirable behaviours and attitudes;
- bronze, silver, gold and platinum certificates

- informing parents/carers of their child's success;
- celebrating success through assemblies and each Academy's newsletter;
- displaying work and highlighting achievement.

These rewards may change over time.

Examples of Correcting and responding to misbehaviour

These are some of the positive strategies used by Green Spring Academy Shoreditch staff:

- intentional ignoring;
- redirecting;
- criticising the behaviour and not the student;
- being consistent and treating students fairly;
- encouraging students to take responsibility for actions by assigning them tasks to repair outcomes of misbehaviour;
- allowing students time to cool down or take time out within the classroom or another designated classroom;
- privately discussing a student's behaviour with them and making agreements towards change;
- giving students time to respond to instructions and preserve their dignity;
- using warnings and being clear about expectations;
- referring students to miss part of their free time in school in order for them to think about their actions and give suggestions of how they can improve their behaviour;
- following up reports from students and staff of bullying, racial or sexual discrimination, radical and/or extreme religious views and/or any incidents of verbal or physical aggression; informing parent/carers about incidents or concerns and working in partnership with parent/carers.

Staff Development and Support:

All staff are aware of the high expectations, policy and ethos which fosters discipline and mutual respect throughout the academy.

All staff receive training on the behaviour for learning policy and receive any relevant updates throughout the year.

Staff are accountable for implementing the policy consistently.

Student Support Systems:

We adopt a system of praise in which good behaviour is recognised. Students are encouraged to take ownership of their behaviour and reflect upon the impact of their actions. Through operating a graduated warning system, students are enabled to manage their behaviour and make adjustments when necessary.

Liaison with parents and other agencies:

Where possible, the academy will report incidences of positive behaviour to parents and carers.

However, in situations of persistent poor behaviour, we may invite parents in to discuss a child's behaviour and next steps to support the child.

If necessary, the academy employs external agencies for early help support with specific needs of students.

Managing student transition:

The academy has a robust and detailed transition programme which includes students joining the school in Year 7, mid-phase arrivals and students who are placed through the fair access protocol.

During transition the academy may require more contact with home to ensure the student is supported through all aspects of transition.

Organisation and facilities:

The academy offers a range of early help support to students who are struggling to access the curriculum or whose behaviour is having a negative impact on their learning or the learning of others.

The academy may refer students to these facilities for a period of time until it is deemed appropriate for the student to return to mainstream.

The Pastoral Support Centre:

In situations where students are repeatedly in breach of our Behaviour for Learning Policy, spending multiple days in the Internal Exclusion Unit or receiving fixed term exclusions, we will consider placing them in one of our Pastoral Support Centres. The Centres are based in the school building and are split between key stage three and key stage four.

Students are placed in a pastoral support centre after a period of rigorous monitoring in line with a comprehensive referral system that includes liaison with parents/carers.

The message to students in the Pastoral Support Centres is clear: they are only there because of the poor choices they have made and we will not tolerate behaviour that disrupts the learning of other students or spoils the caring environment we have created.

Pastoral Support Centre 3:

The main purpose of the KS3 Pastoral Support Centre is to support students in Year 7 and 8 in a small environment whose negative behaviours are impacting on their academic progress. The student's behaviour is their main barrier to learning. Students engage in a full time programme that runs on a six week cycle and is planned in line with mainstream lessons. This will include reviews and possible reintegration to the mainstream. Personalised targets will be set for students to support overcoming their relevant barriers to learning.

Pastoral Support Centre 4:

The main purpose of the KS4 Pastoral Centre is to support students in Years 9, 10 and 11 in a small environment whose negative behaviours are impacting on their academic progress. The student's behaviour is their main barrier to learning. Students engage in either a full time or part time programme that supports students to access the KS4 Curriculum. Students are reviewed regularly and there is an expectation that they complete all work as set by their core and option subjects. The

aim of the reviews is to support a staggered reintegration to mainstream lessons. Personalised targets will be set for students to support overcoming their relevant barriers to learning and are completed in conjunction with the pastoral support team.

Internal Exclusions Unit

This is a short term intervention used to target students who have been involved in isolated incidences of poor behaviour.

Screening and searching students

Green Spring Academy Shoreditch adopts the prevailing guidance from the DfE on screening and searching students. Academy staff can 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:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- lighters and matches;
- tobacco and cigarette papers;
- fireworks;
- pornographic images;
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property;
- any item banned by the Academy which has been identified in the rules as an item which may be searched for.

The Academy will follow the latest legislation if a prohibited item is found as a result of a search.

Power to use reasonable force

Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The Principal/Head of School and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

The Academy can also identify additional items in their school rules which may be searched for without consent. Force cannot be used to search for these items.

Separate advice is available in 'Use of Reasonable Force – advice for school leaders, staff and governing bodies'. See Associated Resources section below for a link to this document.

Leaving the Academy

The list below provides examples of the Academy's expectations with regards to leaving the academy:

- Students to use the direct safer school's route to and from the academy
- Students to wear school uniform on their way to and from school
- Students not to use shops etc. on the way home whilst in uniform
- Students to conduct themselves appropriately on public transport and outside of school

Associated resources

1. <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
2. <https://www.gov.uk/government/publications/searching-screening-and-confiscation>
3. <https://www.gov.uk/government/publications/school-exclusion>
4. <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
5. <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
6. The Government's former expert adviser on behaviour, Charlie Taylor, has produced a checklist on the basics of classroom management. Teachers can use it to develop between five and ten essential actions to encourage good behaviour in pupils.
<https://www.gov.uk/government/publications/good-behaviour-in-schools-checklist-for-teachers>

Legislative links

[Education Act 1996](#)
[School Standards and Framework Act 1998](#)
[Education Act 2002](#)
[Education and Inspections Act 2006](#)
[School Information \(England\) Regulations 2008](#)
[Equality Act 2010](#)
[The Education \(Independent School Standards\) \(Amended\) \(England\) Regulations 2014](#)
[Education Act 2011](#)
[Schools \(Specification and Disposal of Articles\) Regulations 2012](#)
[The School Behaviour \(Determination and Publicising of Measures in Academies\) Regulations 2012](#)