

UNIVERSITY ACADEMY  
HOLBEACH



UNIVERSITY OF  
LINCOLN

# University Academy Holbeach

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## **Behaviour Policy and Anti-Bullying Policy September 2018**

Adopted by the governing body: September 2018

To be reviewed every year

Review date: September 2019

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### 1. Aims

This policy aims to:

- Encourage and enable pupils to develop into responsible and considerate adult citizens who have developed a sense of self-respect.
- Encourage respect and sensitivity to the needs and feelings of others.
- Ensure optimum conditions for learning to take place.
- Ensure that the school is a safe and civilised community.
- Enable effective working relationships between staff and pupils.
- Provide a **consistent approach** to behaviour management.
- **Define** what we consider to be unacceptable behaviour, including bullying.
- Outline **how pupils are expected to behave**.
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management.
- Outline our system of **rewards and sanctions**

### Written statement of behaviour principles

University Academy Holbeach works on the principle that:

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others

- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

## 2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

## 3. Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers, lighters
  - Fireworks
  - Pornographic images
  - Any article 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)

#### **4. 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, sometimes over a period of time
- Difficult to defend against

The school wishes to promote a secure and happy environment free from threat, harassment and any type of bullying behaviour, including racist and homophobic bullying.

An anti-bullying ethos will be established throughout the Academy. This will be done by use of assemblies, the promotion of tolerance and understanding of others through curriculum subjects and staff attitudes and vigilance during the working day.

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures, insults, inappropriate comments
Sexual	Explicit sexual remarks, display or viewing of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, inappropriate touching, sharing of sexual images
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

**Signs of bullying might include:**

- Unwillingness to come to school; poor attendance record
- Withdrawn, isolated behaviour, an unwillingness to participate in curriculum activities;
- Complaining about missing possessions;
- Refusal to talk about the problem;
- Being easily distressed or aggressive behaviour;
- Poor performance in academic work
- Damaged or incomplete work.

The Academy aims:

- To make students aware that they should report any bullying to any adult employed by the Academy;
- To emphasise that any student who is bullied or witnesses bullying should report the matter;

- To make it clear that bullying will not be tolerated and that all incidents will be taken very seriously;
- To investigate all bullying incidents thoroughly and to involve both the bully and the bullied;
- To provide protection, support and reassurance for victims
- To help the bully to recognise their unsociable behaviour and to offer support to modify that behaviour;
- To develop the self-confidence and self-esteem of all students
  
- To promote an anti-bullying ethos amongst the whole Academy community. This might happen in assembly but is also part of our everyday existence within the school community.

### **5.1 The governing body**

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Principal to account for its implementation.

### **5.2 The Principal**

The Principal is responsible for reviewing and approving this behaviour policy.

The Principal will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### **5.3 Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Intervening promptly where bullying is observed and reporting it promptly to the appropriate staff
- To promote and use a range of learning styles and strategies that challenge bullying behaviour
- Recording behaviour incidents on SIMS

The senior leadership team will support staff in responding to behaviour incidents.

### **5.4 Parents/Guardians**

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Support the school in its policy for behaviour
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher/form tutor promptly

## **BULLYING - FLOWLINE**

### **1. INCIDENT(S):**

- Reported (by victim, witness, parent/guardian, member of staff etc)
- Incident investigated by ALC/LC or, where necessary member of SMT
- Pupil supported and counselled by ALC/LC or other appropriate member of staff
- Sanction decided and given
- Parent/guardian of victim and bully contacted with outcome by phone
- Meeting with parents/guardians of either victim or bully to be held where necessary

**Where a parent/guardian suspects bullying they must contact the school as soon as they are aware and should ask to speak to the Learning Coordinator for their child's year group. Where necessary, if a member of staff is not available, a message will be taken and passed to the appropriate person. They must not assume that the issue has been reported to staff.**

### **2. IF INCIDENTS CONTINUE:**

- Parents/guardians of victim and bully may be invited to meet with in to meet with LC/Assistant LC
- Strategy developed with consent of both sets of Parents/guardians
- Victim and bully monitored
- Further sanction issued to bully
- Further support provided for victim

### **3. IF INCIDENTS PERSIST:**

- Parents/guardians asked in to see member of SMT and Learning Coordinator/Assistant LC.
- Further support provided for victim
- Further sanctions issues for the bully.
- Programme of behaviour support may be implemented

### **4. IF INCIDENTS STILL CONTINUE:**

- Exclusion procedures may begin

Sanctions may include the following: break detention, lunch detention, after school detention, isolation, exclusion. The sanction will be determined by the act committed and an act of bullying may result in stages of the flowchart being 'skipped' e.g. a pupil's behaviour may be deemed serious enough to result in an immediate fixed term exclusion.

## **5. Roles and responsibilities**

## 6. Pupil code of conduct

### University Academy Holbeach Code of Behaviour

The one rule for all of us in school is:

***Everyone will act with courtesy, respect and consideration towards others at all times.***

This means that:

1. I will not cause, or allow others to cause, physical or emotional hurt to anyone.
2. In lessons I will make it as easy as possible for everyone to learn.
3. I will speak politely and quietly and be silent whenever this is required of me.
4. I understand that I have a responsibility for the health and safety of everyone in the
5. school community:
6. I will move sensibly and quietly about school, keeping to the left;
7. I will be ready to help, for example by opening doors;
8. I will tell an adult if I see a situation which could be dangerous or unsafe;
9. I will not bring anything to school which could cause harm, nuisance or danger to myself or others, e.g. cigarettes, chewing gum, aerosols etc.
10. I will respect the property of others.
11. I will help to keep the school clean and tidy so that it is a welcoming place we can all be proud of by:
  - putting all litter in bins;
  - keeping walls and furniture clean and unmarked;
  - taking great care of the displays, particularly of other pupils' work.
12. I understand that there will be no financial transactions or barter between pupils.
13. I will also remember that I am identified by my school uniform, which should be worn correctly, both in and out of school.
14. Walking locally to and from school, or with a school group, I need to be aware that my reputation and the school's reputation depends on the way I behave.

**I agree to behave in the way expected by the school and outlined in the Code of Behaviour.**

Signed: \_\_\_\_\_ Pupil

**I agree to the code, and support the school in implementing the above.**

Signed: \_\_\_\_\_ Parent/guardian

Signed: \_\_\_\_\_ Form Tutor



## **CLASSROOM EXPECTATIONS FOR PUPILS**

Classrooms (including labs, workshops and gyms) are your places of work. Just as in any working environment, there need to be clearly understood rules and expectations to allow everyone to work successfully, safely and enjoyably.

### **1. Start of Lessons**

- 1.1. Make sure that you arrive on time
- 1.2. Enter rooms sensibly and go straight to your workplace.
- 1.3. Outdoor clothes should not be in evident in the classroom.
- 1.4. Take out books, pens and equipment.
- 1.5. Put bags away (not on desks).
- 1.6. Remain silent during the register (except when your name is called).
- 1.7 Start any task that you have been asked to do.

### **2. During Lessons**

- 2.1. When your teacher is giving instructions to the whole class, remain silent and concentrate.
- 2.2. If the class is asked a question, put up your hand to answer: do not call out.  
Listen to the answers which are given.
- 2.3. You must have pen, pencil, ruler, diary and any books or folders needed.
- 2.4. You are expected to work sensibly in class; do not distract or annoy other people.
- 2.5. Homework must be recorded when set.
- 2.6. Eating, drinking and chewing are not allowed.
- 2.7. You should do your best at all times and seek help if you need support. Remember to put your hand up and not to call out.
- 2.8. Do not distract other pupils or interfere with their learning.
- 2.9 Use your I-pad wisely. Switch if off when you are asked and use it to support your learning.

### **3. At the End of the Lesson**

- 3.1. You should not begin to pack away or put on outdoor wear until your teacher tells you to do so.
- 3.2. Wait for your teacher to dismiss you.
- 3.3. Leave the room in a clean and tidy condition.

## **7. Rewards and sanctions**

At UAH we believe that it is very important that the positive aspects of praise and reward should have great emphasis. Learners respond well to systems that recognise their difficulties and strengths. It helps to build confidence and aids pupils in recognising their strengths and abilities. Any recognition therefore of what a learner has achieved is encouraged by the school.

### **7.1 List of rewards and sanctions**

Positive behaviour will be rewarded with:

- Praise
- House points
- Letters/postcards or phone calls home
- Special responsibilities/privileges

#### **MERIT AWARDS**

The system is intended to provide a whole-school structure for the issue of rewards.

#### **HOUSE POINTS**

House points are issued at KS3 and at KS4. These are issued for a wide range of reasons, not just for academic effort, and are a positive recognition of something achieved by a pupil. It is important to reward effort, endeavour and attitude.

They should be recorded in SIMS.

#### **AWARDS:**

##### **KS3**

100 house points - bronze; 200 - silver; 300 - gold; 400, 500 and 750 - House Shield.

##### **KS4**

40 house points – bronze, 80 – silver, 100 – gold.

Tokens of different values are presented with certificates.

#### **TUTOR PRIZES**

To be presented by the Principal at the end of the Autumn Term based upon the recommendation of the Form Tutor.

#### **SUBJECT PRIZES**

To be awarded for KS3 and KS4 annually at the end of the Easter Term based upon the recommendation of the Head of Department.

## PRINCIPAL PRIZES

One per year group awarded at the end of the summer term, and based upon the Principal's view supported by staff and taking account of all available information about the pupils, including the annual report to parents/guardians.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the pupil out of the class
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Referring the pupil to a senior member of staff
- Letters or phone calls home
- Involving external agencies for behavioural support
- Putting a pupil 'on report'
- Isolation – this is sanctioned by the SMT
- Exclusion – fixed term or temporary. This is sanctioned by the Principal

We may use the Isolation Unit in response to serious or persistent breaches of this policy. Pupils may be sent to the isolation unit during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

Pupils who do not attend a given detention are also sent to the isolation unit

Disruptive behaviour in the unit will result in an increase in the sanction. Persistent disruption may lead to an exclusion.

## RECORDING AND REPORTING INCIDENTS

Any serious incident should be recorded in SIMS and reported to the relevant person whoever that may be. The misbehaviour of students can come to the attention of any member of the school's staff, but in this case it will be confined to the teaching staff. The following is the referral procedure that should take place in the cases of any deed of misbehaviour.

### CLASS TEACHER

- Identifies the problem and seeks a solution (e.g. discusses the problem with the individual student).
- Considers reporting to parents/guardians via the pupil's planner.
- Issue sanction if necessary, and inform HOD, LC and form tutor through SIMS. If there is no improvement then pass on to the HOD who should investigate the nature of the problem, e.g. is it based on inappropriate work level, resources, teaching style, etc.?

## **HEAD OF DEPARTMENT**

- Interviews pupil, seeks a solution, takes appropriate action (e.g. placing pupil on a departmental report) and reports that action to LC, class teacher and form tutor. The Head of Department may wish to contact parents/guardians.
- If there is no improvement the class teacher should inform HOD and form tutor, then pass on to LC. Communication is crucial in this context because the form tutor and LC would normally know more about the individual pupil thus enhancing their ability to deal appropriately. A discussion should be held between all the staff involved.

## **LEARNING COORDINATOR/ ASSISTANT LEARNING COORDINATOR**

- Interviews pupil (and records details) seeks a solution, takes action (pupil may need to report to LC) and determines whether to contact parents/guardians. As a general rule parents/guardians should be contacted and kept informed if their child is not cooperating with the demands of the Academy. Learning Coordinators should report to class teacher, Head of Department and form tutor, and if serious inform SMT.
- If there is no improvement the class teacher should again inform the HoD and LC who would discuss matter with SMT for further intervention and seek parental/guardian support. It may be necessary to involve the SENCO.

The above procedures would be shortened for HODs, who, after taking action themselves will involve LCs and the form tutor.

This would also be the route for any staff experiencing difficulties outside the classroom.

If a serious classroom situation arises where a member of staff believes it necessary to place a pupil outside the room then it must be for a short period only. Pupils must be informed to remain by the door whilst the rest of the class is organised before the matter is dealt with. Under no circumstances should a pupil be sent to any other part of the school.

Should a pupil need punishing through detention at break or lunchtime, then it is the responsibility of the member of staff to supervise that pupil.

Where a situation is completely out of control the teacher should stay with the class and send a reliable pupil to the Head of Department or Pupil Reception for support. This must be done only in extreme cases or else the procedure will be devalued.

## **7.2 Off-site behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

## **7.3 Malicious allegations**

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Principal will discipline the pupil in accordance with this policy.

Please refer to our Child Protection and Safeguarding Policy (of procedures for dealing with allegations of abuse against staff) for more information on responding to allegations of abuse.

The Principal will also consider the pastoral needs of staff accused of misconduct.

## 8. Behaviour management

All staff at the school are responsible for ensuring effective behaviour management at the school and should be vigilant at all times including during 'movement' time. Unsatisfactory behaviour should be challenged and not ignored. Staff should also be aware of the responsibility they have in modelling appropriate behaviour in front of and towards pupils.

### 8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Support and insist upon the school's Commonality of Practice
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Being punctual
  - Ensuring books are marked in line with the school's policy
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

### 8.2 Physical restraint (DofE advice on Use of reasonable force)

It may be necessary for staff to come into physical contact with a pupil for instance if separating pupils who may be fighting or getting who might be getting ready to engage in a fight. Staff must be careful to remain calm in such situations and should seek to separate pupils as quickly and carefully as is possible. It may be necessary to have contact with a pupil who is refusing to leave a classroom for instance. In this case help should be sought from the SMT. Consideration should be given to pupils who have a disability or special educational needs (SEN) and reasonable adjustments made.

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned

- Never be used as a form of punishment
- Be recorded and reported to parents/guardians – by phone and also recorded on SIMS

### **8.3 Confiscation**

**Any prohibited items (listed in section 3) found in pupils' possession will be confiscated.** These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. It may be that an item has to be passed to the police or an item has to be kept by the school for evidence. In some cases it may be necessary for the parent/guardian to come to the school to collect the item.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### **8.4 Pupil support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## **9. Pupil transition**

To ensure a smooth transition to the next year staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

## **10. Training**

Behaviour management will also form part of continuing professional development.

Our staff are provided with training on managing behaviour throughout the year. This will cover a range of strategies for teaching on Training Days.

## **11. Monitoring arrangements**

This behaviour policy will be reviewed by the Principal and the governing body every year. The review process will consider feedback from parents/guardians that is taken throughout

the year at Parents' Evening in addition to feedback that has been drawn from pupils at School Council meetings. At each review the policy will be approved by the governing body.

## **12. Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy

## HOME - SCHOOL AGREEMENT

### THE PUPIL

I shall:

- attend school regularly and on time
- behave in the way expected by the school's Code of Behaviour
- bring all equipment I need every day
- complete class work and homework to the best of my ability
- wear the correct school uniform and be tidy in appearance

Signed: \_\_\_\_\_ (Pupil)

### THE PARENTS/CARERS

I/We shall try to:

- ensure that my child attends school regularly, punctually properly dressed and equipped
- ensure that my child supports the Academy's Code of Behaviour
- support my child with his/her homework
- attend parents' evenings and other school activities

Signed: \_\_\_\_\_ (Parents/Guardians)

### THE ACADEMY WILL:

- value every pupil as an individual and member of the school community
- provide a broad and balanced curriculum
- provide pupils with a sense of reality that inspires them to reach their full potential
- try to enhance every pupil's self-esteem
- work as closely as possible with parents over their child's education
- celebrate success through the recognition of achievement
- wherever possible ensure a sense of safety and well being

Signed: \_\_\_\_\_ (Tutor)