



# ASPIRATIONS



**Jewell Academy**  
an Aspirations Academy

## Behaviour Policy

Version control	
Behaviour Policy 2023-09-01	Reviewed for academic year 2023/2024
Behaviour Policy 2022-09-01	New Policy for academic year 2022/2023

# **Behaviour Policy**

This policy is a statement of the aims, principles and strategies for Positive Behaviour. It lays the foundation, upon which our attitudes, respect and conduct towards one another are based and should be read in context with all other policies.

At Jewell Academy we expect and demand high standards of behaviour from all members of our school community. We work with children to help them develop self-discipline and self respect. All members of our community have a responsibility to treat each other with fairness, honesty, consideration and consistency. When pupils start at Jewell Academy they and their parent/carer are asked to sign our behaviour contract and this indicates that they agree to abide by the Jewell Academy rules of Safe, Ready and Respect and our Code of Conduct.

## **Management of Learning**

The school curriculum is designed to meet the requirements of the National Curriculum, Aspirations Academies philosophy of a No Limits Curriculum: Education for Success in the 21st Century, and is personalised to be responsive to the needs of our pupil demographic.

The ultimate aim is that pupils will acquire 21st century skills to translate knowledge into actions for success. To be successful, we need to promote and be unwavering in our high expectations for behaviour.

This policy is implemented consistently across the academy to ensure that the academy's aims and principles for pupils' are met.

A system of rewards and sanctions is used to fulfil the aims of the policy:

## **Systems used to support positive choices**

- All classrooms will display the class charter
- All classrooms will display the academy rules (safe, ready and respect)
- All classrooms will display the academy's behaviour ladder
- Achievable targets will be set for individual children and achievement acknowledged ●
- WE ARE FANTASTIC promotes a collaborative class approach to making good choices ●
- All adults will apply the Behaviour Policy consistently

*Positive choices are recognised in a range of ways including:*

1. Verbal praise- directed at positive learning
2. House points
3. Sharing achievement:-within the class, to the Principal, with other classes, in assemblies and with families
4. Raffle tickets
5. Marvellous Me
6. Principal Awards

Each class has a behaviour ladder displayed in their classroom.

Each pupil has a peg with their name on and moves their peg up or down a stage of the process, as appropriate.

The aim of the strategy is to capture children being good/making the right choices as soon as possible so that movement on the behaviour board is positive and reward is quick.

## **The Reward Stages**

- Gold for a raffle ticket to have a chance of winning a prize at the end of the week
- Class reward for completing the lettering 'We Are Fantastic'
- Principal Award - this would be for an excellent piece of work, home learning project, or recognition for a contribution to school activity.

- Badges can be earned based on the number of Principal Awards a child has earned in one academic year.

3 = Bronze

6 = Silver

9 = Gold

12 = Platinum

#### The Sanction Stages

- Orange - verbal reminder with the expectation that pupil's make the right choices and move back up the ladder
- Red - reflection sheet completed with an adult during play or lunch time
- Serious Behaviour displayed. (A description of serious behaviour can be found below). At this stage SLT will become involved and the child will be expected to leave the classroom or area they are in and go to a calm space with SLT. Parents will be informed and if necessary, an Individual Behaviour Plan (IBP) written with the child, parents and school.

#### Orange or Red Stage: Examples of Low Level Disruption (this list is not exhaustive)

- Calling out
- Talking when adult / child is talking
- Not listening
- Refusal / non-compliance
- Moving around the room without permission
- Talking in assembly
- Running indoors
- Playtime incidents that do not count as 'Serious Behaviour'

#### SLT involvement (Amber Call): Examples of Serious Behaviour (this list is not exhaustive)

- Absconding
- Aggression, Violence or Threatening Behaviour
- Damage to property
- Spitting
- Bullying and Threatening
- Racism
- Homophobic
- Swearing
- Biting
- Theft

Where pupils display persistent poor behaviour an Individual Behaviour Plan involving strategies and targets will be introduced and monitored by the class teacher/s and Senior Leadership Team (SLT).

When SLT are called in the event of a serious breach of conduct (see above criteria), a behaviour log is kept by the academy and where appropriate, the file may be shared with appropriate professionals e.g. Education Psychologists, behaviour support teams etc.

#### **Play/Lunchtime**

The policy continues to be applied consistently during all play and lunch times. The SLT member on duty will follow up on all play and lunchtime behaviour, recording it on the behaviour log and ensuring that appropriate and consistent actions and sanctions have been applied.

In order to ensure the safety (verbal and physical) of others, pupils may be directed to attend playtime and/or lunch club. This in itself is not a punishment, but allows for quieter, structured play and restorative conversations to take place to promote more positive behaviour and attitudes.

## **Sexual Harassment (SH):**

We want everyone to feel included, respected and safe in our academy. We will not tolerate any sexual harassment. This can include name-calling and sexist comments. Sexual harassment, such as sexist comments, remarks, jokes or inappropriate online messaging, is defined as any intent to discriminate based on sex. This includes behaviour or attitudes that create stereotypes of social roles based on sex. All staff and pupils will call out and report this behaviour.

If pupils make sexist comments or demonstrate any examples of the above, we

will: • Ask the perpetrator to apologise to anyone the comment was directed at

• Support and educate the perpetrator to improve their future behaviour

• Make relevant staff aware and monitor future behaviour for any recurrence • Escalate the sanction to a formal meeting with parents, if the pupil refuses to apologise in the first instance.

Our RSE curriculum also covers what healthy and respectful behaviour towards one another looks like.

## **Sexual Violence (SV):**

We want everyone to feel included, respected and safe in our academy. We will not tolerate any sexual abuse or violence, which includes encouraging or forcing peers to engage in any form of sexual activity (this can include online messaging and upskirting). All staff and pupils will call out and report this behaviour.

If staff are made aware of any sexual violence or demonstrate any examples of the above, we will:

• Record any reports made by the victim, perpetrator and any witnesses

• Collect and collate any relevant evidence (particularly if online)

• Resolve the incident between perpetrator and victim

• Support the victim to ensure that they feel safe and secure in school

• Support and educate the perpetrator to ensure future incidents do not occur • Make relevant staff aware and monitor future behaviour for any recurrence • Inform parents/carers of all pupils involved of the incident and actions in place • If necessary or appropriate, escalate the sanction to inform the police and Safer Schools team.

Our RSE curriculum ensures that our pupils explore and understand what healthy and respectful relationships are.

STOP and SEARCH in line with: The Education Act 1996 and Article 8 of the European Convention on Human rights School staff can search a pupil for any item if the pupil agrees in accordance with safeguarding protocols.

The Principal and SLT have a statutory power to search pupil's possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have prohibited items. Prohibited items are:

• Knives or weapons

• Alcohol

• Illegal drugs

• Stolen items

• Tobacco or cigarettes

• Fireworks

• Any item that has the member of staff reasonably suspects has been or will be used to commit an offence, cause injury to self or others, damage property

• Mobile phones that have not been handed into the school office/class teacher at the start of the day. If a pupil does not agree to turn out pockets, open bags etc. then the behaviour policy will be followed.

The person asking to carry out the search should be the same sex as the pupil or have a witness who is the same sex as the pupil. This rule will only change if the person requesting the search

believes immediate harm will result in delaying the search. The person conducting the search will not require the removal of any clothing other than outer clothing i.e. coat, hat, scarf, shoes, boots, jumper (if this is not the clothing that covers direct skin).

Where there is good reason, a pupil's mobile phone can be examined and data seen / deleted if staff reasonably suspect the phone / data will be used to commit an offence or cause personal injury or damage property. The academy is not required to inform parents before a search takes place or seek their consent. There is no legal requirement to keep a record of a search.

Parents will be informed where alcohol, drugs or potentially harmful substances are found. School staff can seize, confiscate, retain or dispose of any prohibited item found as a result of a search where reasonable to do so. They can also seize any item they consider harmful or detrimental to school discipline. Where items have been seized, decisions will be made by staff as to whether there is 'good reason' to inform the police depending on the nature and value of the items.

If a pupil displays dangerous behaviour, it may be deemed necessary by the Principal to suspend or exclude a child from the academy with immediate effect, bypassing the steps above. There are statutory policies and guidance on suspensions and the academy will adhere to them. Please ask at the office for a copy of the suspension guidance. Suspension is used as a last resort.

### **Suspension/Exclusion Procedures**

- Pupils may be suspended or permanently excluded in line with LA exclusion procedures, this includes lunchtime suspensions.
- Following a suspension, pupils attend a reintegration meeting with the Principal/Vice Principal. A parent/carer is also asked to attend. During this meeting, assurance is sought from the pupil and the parent/carer that the behaviour which led to the suspension/exclusion will not be repeated. It may be necessary to put steps into the pupil's day to ensure they are well supported e.g. play and lunch club and reporting to the Principal/Vice Principal at strategic points during the day. This would be explained, discussed and agreed to at the reintegration meeting.
- The SENCO may be asked to offer advice where necessary to ensure any vulnerabilities or additional needs the child has are accommodated.
- Where a pupil has been out of school for a period, a careful plan is set up for the pupil's return so that a recurrence of previous poor behaviour is minimised.
- Permanent exclusions should be used as a last resort, when all other reasonable steps have been taken.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/921405/20170831\\_Exclusion\\_Stat\\_guidance\\_Web\\_version.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/921405/20170831_Exclusion_Stat_guidance_Web_version.pdf)

### **Principal**

The Principal will use his/her discretion to decide upon the appropriate stage necessary in any given circumstance.

The Principal is the only member of the school staff who has the power to exclude a pupil from school. (In his/her absence this authority is delegated to the Executive Principal and then the Vice Principal. Advice can also be sought from the Regional CEO and Managing Director of Aspirations Academies Trust).

When excluding a pupil, the decision will be put in writing and given to the parent/carer, with details of their rights. The school will notify the LA forwarding a copy of the letter of exclusion and completing the 'Notification of Exclusion Form'. The Principal will notify other relevant professionals, e.g. education psychologist, as appropriate and work closely alongside them in the best interests of the child. This will happen in conjunction with the parents.

### **Regional Board / Monitoring**

The Regional Board will create a sub-committee to consider the permanent exclusion of a pupil from school in accordance with the requirements of the Education (School Government)

Regulations 1989.

The Regional Board is notified of exclusions via the Principal's report and Dashboard.

If the Principal's decision to permanently exclude a pupil is upheld, it is required by law to provide parents with a letter of the final decision and provide an invitation to appeal against that decision to an independent Appeal Committee. Aspirations governors will support in arranging this appeal and BCP colleagues will become involved.

### **Parent, Carer and Adult Behaviour**

The code of conduct applies equally to parents/carers, staff, LA officials, AAT officials, and visitors when on the school site.

### **Anti-Bullying**

Part of our Behaviour expectations include all actions to discourage bullying in any form including online or cyber bullying. This is clearly outlined in our anti bullying policy and e safety policy. This can be found on the academy website.

### **SEND**

There are times when some children with SEND or additional needs will need to have alternative or bespoke behaviour management support. This is outlined in the child's EHCP, behaviour plan or in the academy SEND and Inclusion policy which can be found on the academy website.

### **Monitoring**

The senior leadership team continually monitors the behaviour of children at Jewell Academy, looking for patterns, keeping regular contact with parents and encouraging children to make the right choices. Staff discuss behaviour as a 'standing item' in the weekly SLT meeting and in regular staff meetings. Aspirations leaders review the processes of the school termly through a monitoring visit by the CEO of the South Coast or by a formal Review Day. Behaviour monitoring is a 'standing item' on the South Coast Regional Board agenda. Individual Behaviour Plans are reviewed regularly with staff, parents, children and outside agencies.

### **Appendix One:**



### **HOME SCHOOL AGREEMENT SEPTEMBER 2023**

### **As a school we will do our best to:**

- Support your child's wellbeing and safety by providing a safe, supportive and caring environment
- Help and encourage your child to reach their full potential
- Monitor and communicate with parents and carers regularly on your child's progress ● Provide a broad and balanced curriculum that caters for all children, including when delivered remotely ● Promote high standards of behaviour so we can maintain a safe environment for all children ● Offer your child opportunities to develop a sense of responsibility, form healthy social relationships and build their self-esteem
- Set homework that supports the delivery of the curriculum and mark it where appropriate ● Communicate between home and school through newsletters, text, email and the school website ●

Encourage good attendance and address any concerns with parents or carers where necessary

**Parents/carers - I will do my best to:**

- Make sure my child attends school regularly and on time. I will notify the school if my child will be absent by 9:15am daily, via the absence line
- Make sure my child is dressed in the correct uniform and brings their PE kit to school on their PE days as notified by class teachers and the half termly curriculum overviews which can be found on the website ● Support the school to make sure my child maintains a consistently high standard of behaviour ● Encourage my child to try their best so they can reach their full potential
- Communicate to the school any concerns that I have about my child that may affect their behaviour in school or ability to learn
- Make sure that my child completes their homework on time, and raise any issues that my child has with their teachers
- Treat all members of the school community with care and respect
- Engage in parent meetings and work together with the school in order to achieve the best outcomes for my child
- Read all communications sent home by the school and respond where necessary

**Pupils - I will do my best to:**

- Arrive at school on time and ready to learn
  - Try my best to do my work and ask for help if I need it
  - Wear the correct school uniform and PE kit to school when I need it
  - Bring all the equipment I need each day
  - Be friendly and caring towards other children and adults and promote the six learning skills
  - Listen to instructions from the adults at school and follow the school rules ● Do my homework and bring it back to school on time
  - Look after the school equipment and be respectful of the school environment

**HOME SCHOOL AGREEMENT SEPTEMBER 2023**

Pupil name:

Class:

Parent signature:

Pupil Signature:

# **Orange or Red Stag**

**Calling out**

**Talking when adult / child is talking**

**Not listening**

**Refusal / non-compliance**

**Moving around the room without permission**

**Talking in assembly**

**Running indoors**

**Playtime incidents that do not comply**

**‘Serious Behaviour’**

**Jewell Academy**



# Serious Behaviour

(Amber Call)

Absconding  
Aggression, Violence or Threatening  
Damage to property  
Spitting  
Bullying  
Racism or Homophobia

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Biting  
Theft

Jewell Academy

wearing or Inappropriate  
Language

## Appendix 3 - Behaviour display information

- Silver and Gold Ladder Stage
- Red or Orange Ladder Stage
- Serious Behaviour (Amber Call) SLT involvement
- We Are Fantastic - whole class reward lettering