

Behaviour Policy

Reach Academy Feltham

September 2018



Signature:

Date:

Information for parents

We believe that effective, transformational teaching and learning requires excellent behaviour in all aspects of school life. As such, we will create a purposeful environment, as set out in the table below.

Creation of an environment with good behaviour	
Structures encouraging behaviour and discipline	Reach Academy Feltham has clear rewards and consequences in place. In addition Reach Academy Feltham trains staff rigorously to ensure that they are able to effectively manage behaviour inside and outside of classrooms.
Promotion of self-esteem	Reach Academy Feltham encourages students to value, honour and respect themselves and others.
Provision of a safe environment	Reach Academy Feltham will ensure that there are always sufficient numbers of staff to ensure that students are physically safe and free from harm. In addition, the school will ensure that all students are taught about personal safety and incidences of violence, bullying or harassment are dealt with swiftly and consistently.
Early intervention	Reach Academy Feltham will try wherever possible to be proactive rather than reactive in all situations.
Building relationships with parents	Reach Academy Feltham will seek to build meaningful and fruitful relationships with parents and will involve them actively in writing, reviewing and implementing all behaviour policies.
Encouraging responsibility	The Academy will actively teach and encourage students to take responsibility for their actions.
Ensuring teaching points are made	The Academy will ensure that all behaviour incidents are teaching points that are learned from by all.

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- **Structures:** Reach Academy Feltham has clear rewards and consequences in place. In addition Reach Academy Feltham trains staff rigorously to ensure that they are able to effectively manage behaviour inside and outside of classrooms.
- **Environment:** Reach Academy Feltham will ensure that there are always sufficient numbers of staff to ensure that students are physically safe and free from harm. In addition, the school will ensure that all students are taught about personal safety and incidences of violence, bullying or harassment are dealt with swiftly and consistently.
- **Early intervention:** Reach Academy Feltham will try wherever possible to be proactive rather than reactive in all situations.

- **Building relationships with parents:** Reach Academy Feltham will build meaningful and fruitful relationships with parents and will involve them actively in writing, reviewing and implementing behaviour policies.
- **Encouraging responsibility:** The Academy will teach and encourage students to take responsibility for their actions.

Setting Expectations

Code of Conduct documents for pupils and staff, and 'Whatever It Takes' Commitments for pupils, staff and parents will be used to clarify expectations of all involved in Reach Academy Feltham. The documents will be shared with pupils and parents during home visits as part of the Home Handbooks for Primary and Secondary Phases, and at Summer School, and with staff during induction.

Rewards and Sanctions

Reach Academy Feltham will use a range of rewards to support the building of an ethos that promotes and encourages good behaviour and creates an environment conducive to learning. Rewards will be administered on a daily, weekly and termly basis. Similarly, sanctions are used to respond to inappropriate behaviour. Their use will be characterised by clarity as to why the sanction is being applied and what change in behaviour is required.

Exclusions

Exclusion occurs when a student's behaviour results in their removal from lessons in school for a designated period. Exclusions may be fixed term or, in exceptional circumstances, permanent. The Academy follows the most up to date DfE Guidance on Exclusions. A full copy of this guidance is available on DfE government website. The Academy will only levy exclusions when absolutely necessary. However, we will never shirk from taking appropriate action when necessary. See Exclusions Policy for full details.

Bullying

Every pupil has the right to attend a school free from bullying. We will explicitly deliver an anti-bullying policy and will take the following steps when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached, passing it to a more senior member of staff where appropriate;
- The member of staff dealing with the incident will direct colleagues or will themselves conduct interviews and gather evidence about the incident and will then make a decision about the best course of action;
- The classroom teacher/coach and Head of Year or Phase Leader will be kept informed and if it the incident is repeated or persistent then he/she will advise the appropriate Senior members of staff;
- Parents will be kept informed of incidents and outcomes and will be involved in conversations with pupils where appropriate;
- Punitive and restorative measures will be used as appropriate and in consultation will all parties concerned;
- A full record of the incident, actions and outcomes will be recorded on CPOMs allowing us to monitor ongoing incidents and take appropriate actions.

See Anti-bullying Policy for full details.

Information for Staff and Governors – creating a purposeful environment

1. Roles and responsibilities

Within the Academy there are a number of roles and responsibilities relating to the establishment and implementation of the behaviour policy.

Behaviour – roles and responsibilities

Governing Body	The Governing Body will establish, in consultation with the Principal, staff and parents, the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to students and parents, is non-discriminatory and the expectations are clear. Governors will support the Academy in maintaining high standards of behaviour.
Principal	The Principal will be responsible for the implementation and day-to-day management of the policy and procedures.
Staff	Staff, including teachers, support staff and teachers in training, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied both inside and outside of the Academy. Mutual support amongst all staff in the implementation of the policy is essential so that a high quality learning environment is created in which students develop self-discipline and personal responsibility.
Parents	Parents and carers will take responsibility for the behaviour of their child both inside and outside the Academy. They will be encouraged to work in partnership with 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	Students will be expected to take responsibility for their own behaviour and will be made fully aware of the Academy policy, procedures and expectations. Students also have a responsibility to ensure that any incidents of disruption, bullying and any form of harassment are reported.

In addition, the Governing Body, Principal and staff will ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality, in line with our equalities policy. They will also ensure that the concerns of students are listened to and appropriately addressed.

2. Setting and clarifying expectations

Reach Academy Feltham will make every effort to ensure that expectations are clear to all stakeholders. In order to facilitate this, the following documents will be created and (some will be) signed by the relevant parties:

- Student Code of Conduct – will be shared and discussed with pupils on home visits in front of their parents and again during Summer School. Pupils will reflect on it and engage with it regularly.
- Staff Handbook - shared with staff as part of their induction.
- Student 'Whatever It Takes' Commitment – will be explored and signed during home visits and at key transition points during a pupil's school career. The commitment will set out the expectations and support that pupils will receive during their time in the school.
- Parent 'Whatever It Takes' Commitment – will set out our expectations of parents and the ways in which they can support their children. It will be signed during the home visit.
- Staff 'Whatever It Takes' Commitment – sets out the schools expectations of staff and the standard to which they will be held as staff members. It is signed by a staff representative as part of home visits.

3. Procedures

The Headteacher, in consultation with staff will develop the procedures from this policy, which will be included in the staff handbook. Procedures and practices will cover the following:

- Building a culture of success;
- Classroom behaviour;
- Rewards;
- Consequences;
- Removal of students from class; and
- Tracking behaviour.

The procedures will make clear to the students how acceptable standards of behaviour can be achieved and will have a clear rationale, which will be made explicit to staff, students and parents.

The procedures will be consistently and fairly applied and promote the idea of personal responsibility and treat every member of the Academy equally. Each member of the Academy community has a responsibility towards the whole community in which we live and work.

4. Rewards and sanctions

A school ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping students to realise that good behaviour is valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups.

Sanctions are needed to respond to inappropriate behaviour. A range of sanctions is clearly defined in the procedures, and their use will be characterised by clarity of why the sanction is being applied and what change in behaviour is required. The system is an age appropriate system and differs by phase. The procedures make a clear distinction between the sanctions applied for minor and major behavioural offences. Full Phase Overviews are available on request.

	Rewards	Consequences/Sanctions
Instant	Claps/cheers, merits, praise, stickers	Demerits, verbal / non-verbal corrections
Daily	Shout outs, marked work, phone call home	Detention, homework catch-up, STEP 1 or 2, exclusion, phone call home, removal from class
Weekly	Enrichment, star student award, attendance prize, phone call home, team rewards, marble jars	Enrichment detention, STEP 1 or 2, exclusion, phone call home
Per cycle	REACH prize, trips, academic attainment and progress prize, attendance prize, homework prize, wristbands	
Bi-annually / Annually	All of the above, REACH auction, residential trips	

5. Implementation of rewards and sanctions

The rewards outlined above will be applied consistently and fairly. The nature of the reward (i.e. the behaviours required to attain it) will always be made clear, especially for significant rewards such as trips. The academy reserves the right to provide additional rewards to those signposted to students in advance. Such “surprise” rewards are helpful to maintaining a culture of success. The academy also reserves the right to employ sanctions which sit outside of the remit stated herein, where doing so is necessary either to enforce behaviour standards or to ensure health and safety requirements are met.

Pupils are given extensive education about the school rewards and sanctions and the rationales behind them so that they are equipped to make the best choices possible. This education happens during Summer School, in Team Reach lessons and in all situations where rewards and sanctions are issued.

There should be clarity over the appropriate sanction or consequence for misbehaviour, as there would be for rewards. This allows staff to apply sanctions consistently and for students to experience consistent boundaries. The following list of sanctions, outlines when they are used and what they constitute.

Reflection Zones

In all phases when students do not comply with teacher instructions or behave in a way that requires reflection, they are invited to the Reflect. At this time they have an opportunity to reflect and if necessary employ a range of strategies to calm down and centre themselves. In some phases this reflection may happen outside of the classroom e.g. in Reflection rooms on Phase 3 and Phase 4. When they return to the class, within a couple of minutes, the student will regulate their behaviour and re-join the learning.

Demerits

In all phases if students break the Code of Conduct they will receive a demerit. Demerits are issued for prohibited behaviours. They are recorded electronically along with the reason for the demerit. These can be viewed by parents and staff. For every three demerits a student receives in a week, they will serve a detention, payback or time out depending on their age and phase (either immediately, during lunchtime Activity or after-school) on a date determined by the Academy. This will usually be the same day that the 3rd demerit is awarded. If a student receives nine or more demerits in a week, they will be required to serve STEP (see below).

Demerits are awarded for the following behaviours, amongst others:

- Arriving late to a lesson;
- Talking disruptively, running or shouting in the corridor;
- Disrupting the lesson and preventing teaching;
- Arriving to class unprepared;
- Uniform not worn correctly; and
- Failing to submit a required signature.

In Nursery, demerits are not used. If a child behaves in a way deemed to be particularly unsafe or unkind, they will receive a 'Time Out'. The time out is served for a length of time which matches the child's age and will involve an adult modelling the language for apology and prompting a restorative conversation with another child/children if appropriate. The time out is served as soon as appropriate (e.g. immediately during freeplay, or at the end of a carpet session or small group). However, a 'Time Out' may be shorter or longer dependent on the specific context and the pupil's development.

In Reception, the 'Time Out' system will be used at the beginning of the year until the children are developmentally ready for the introduction of demerits.

In Phase 5 demerits are renamed 'strikes'.

In Nursery, if a child's 'Time Out'/'Time Outs' was the result of extreme or repetitive misbehaviour, the child's key worker will discuss this with the child's parents at pick up time.

In Phases 1 and 2, pupils receive a clean slate for demerits every morning and afternoon. Demerits are not communicated to parents unless a pupil receives three in a morning or afternoon, in which case the pupil will be issued with a Payback. (Please see below.)

In Phases 3 and 4, pupils receive a clean slate for demerits every Friday. Demerits are communicated through payslip and can be seen through parent portal and will only be directly communicated if a pupil receives more than 9 in a week and is issued a detention. (Please see below)

In Phase 5, strikes will be communicated if a pupil achieves a third (or multiple of three) at any point in the year.

Detentions/Paybacks

The language of detentions is used in Phase 3 upwards and Payback is used in Phases 1 and 2.

Detentions/Paybacks are awarded for every 3 demerits earned in a week.

Some more serious behaviours warrant immediate awarding of a detention:

- Possession of iPods, MP3 players, cameras, handheld video consoles or mobile phones out during the school day.
- Uniform not present.
- Eating junk food on school property, or outside of school in school uniform/
- DEAR book lost/misplaced; and
- Late to school.

When a student earns a detention their parent is informed before 14.30 on the day by text message wherever possible.

In Phase 1&2, parents will not be informed of individual demerits unless a pupil receives 3 demerits in a morning or afternoon. This will result in that pupil being issued a 'Payback' meaning they will miss their 30 minute lunch play break. In the case of a payback, parents will be informed the same day by a member of staff who will meet with the parent/s after school, or if this is not possible will contact them by phone. Who feeds this back will depend on how many paybacks the child has received.

1st Payback - Class teacher meets with parents

2nd Payback - Head of Phase meets with parents

3rd Payback - Assistant Headteacher meets with parents

4th Payback - Assistant Headteacher meets with parents (A 4th Payback will result in the pupil's Internal Exclusion the following day)

Parents do not need to give their permission for each detention as they will have signed the 'Whatever it Takes Commitment' during the home visit, when logistics around detentions will have been covered. Students will complete a detention reflection sheet in detention. The reflection sheet aims to occupy students during detention by asking them to think about and engage with the reason they are there in the first place. Once this is complete they will be offered the chance to complete outstanding work.

Friday payslip detention occurs if a student has not earned Friday enrichment in P3. The session enables students to complete the reflection sheet and also, where possible to have a one-to-one conversation with an adult about how they are going to improve aspects of their conduct the following week.

Removal from a lesson

If a pupil receives 3 demerits in one lesson in Phase 3 then they will be asked to leave that lesson for the remaining duration of the lesson. They will complete a reflection document, serve a detention and the teacher of that lesson will convene a meeting with the child and their parents as soon as possible, preferably the same day.

In Phase 1 and 2, If a child receives 4 demerits in one morning or afternoon, a member of SLT will be called and following a conversation with the child, they will decide whether a removal is appropriate or not.

STEP 1

STEP 1 occurs in Phase 3 for accumulated demerits (9 in a week) or extremely disruptive or unpleasant behaviours / breaches of the code of conduct. Pupils stay in their classrooms and may partake in the learning, but are isolated from all social activities during break and lunchtimes. Pupils serve a detention that evening. Pupils must always complete a full day on STEP successfully in order to have a fresh start so while pupils may serve partial days they will always be followed by a full day.

In Phase 4 pupils will go onto STEP 1 for the above reasons and also for 3 demerits in a lesson.

In each circumstance families will be informed and expected to attend a meeting the evening before, or morning of, the child starting STEP.

STEP 2 / Internal Exclusion

Pupils in all phases may be placed in isolation if their behaviour warrants it. In Phases 1 and 2 this is called Internal Exclusion and in Phases 3 and 4 this is called STEP 2. Pupils remain in a supervised room all day, including for after-school detentions (for Phase 3 and 4 only) and are provided with work to do by their subject teachers. Pupils must complete one full day successfully in order to return to class.

In Phase 1 and 2, if a child receives 4 paybacks in a half term (pupils are given a clean slate at the start of each new half term), this will result in an Internal Exclusion. The Assistant Headteacher will meet with the parents to inform them of this in advance of the Internal Exclusion taking place, and will then communicate to the parents if the child has completed the Internal Exclusion successfully. Any subsequent payback after an Internal Exclusion will also result in an Internal Exclusion.

In each circumstance families will be informed and expected to attend a meeting the evening before, or morning of, the child starting STEP 2.

Exclusion

See Exclusions Policy

Parental communication

Ensuring that parents are part of discussions around rewards and sanctions is extremely important to us. To that end we have devised a system to ensure that parents receive up to date information about their child's behaviour.

In Phase 1 and 2 we hold regular conversations with parents at drop off and pick up times to inform them of how their child is doing in school with regards to work and behaviour in order to celebrate successes and address any concerns proactively. We also provide a summative review during termly PCD days in which we will discuss the Effort grade communicated in the pupil's report for that term. This grade serves to provide a snapshot of how the child's behaviour has been affecting their progress and outcomes at school that term.

In Phase 3 and 4 pupils will be issued a payslip each week which overviews the attendance, homework quality, positive and negative behaviours of each pupil. If a pupil is ever placed on STEP families will also be communicated (see above). We also provide a summative review during termly PCD days in which we will discuss the Effort grade communicated in the pupil's report for that term. This grade serves to provide a snapshot of how the child's behaviour has been affecting their progress and outcomes at school that term.

In Phase 5 families will be communicated with if they receive 3 strikes (or multiples of 3) at any point. (see that section)

Equality Impact Statement

We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of race equality, equality for disabled persons, gender equality and community cohesion using an appropriate Equality Impact Assessment. The policy may be amended as a result of this assessment.

Monitoring, evaluation and review

This policy will be promoted and implemented throughout the Academy. This policy is monitored on a day-to-day basis by the Headteacher and the senior leadership team, who report to governors about the effectiveness of the policy on request.

This behaviour policy is the governors' responsibility and they review its effectiveness annually. They do this by examining the school's incident logs, and by discussion with the Headteacher.