



## Quarrydale Academy

### Behaviour Policy

<b>Title of Policy</b>	<b>Behaviour Policy</b>
<b>Date agreed by Trustees</b>	
<b>Reviewed date</b>	<b>Autumn 2024</b>
<b>Version number</b>	
<b>Additional information</b>	<b>Review Autumn 2025</b>

### Log of Changes

Date	Sections affected	Description	Revised by	Approved by
September 2024	Page 9/10	Table updated to reflect current practice	SLT	



# Quarrydale Academy

## Mission Statement

**'To inspire and support every member of the Academy community to achieve their full potential'**

The aims of the Academy can only be achieved in a secure, supportive and structured environment. Positive behaviour and attitude to learning amongst the whole Academy community are an essential foundation for optimum student attainment and progress. Everyone in the Academy has the right to feel respected, valued and safe. We believe that high quality teaching underpins positive attitudes to learning in the classroom and good behaviour around the site in general. Where students are exposed to rich and varied learning experiences their progress will be good and their self-esteem raised as a result.

In order to encourage good behaviour and a positive attitude to learning at Quarrydale we believe that rewards are as important, if not more important than sanctions. We offer students extrinsic rewards in the form of certificates, badges, postcards, letters home, gift vouchers, concert/sports tickets and subject prizes at various times in the year as well as at our Annual Evening of Celebration. We also encourage all students to value the intrinsic reward of, academic, sporting, creative, dramatic and personal success achieved through hard work, dedication, perseverance, and adopting a growth mind-set.

A primary concern is balancing the needs of the individual with the needs of the community. Whilst we attempt to modify inappropriate behaviour and support students with behavioural problems, the educational rights of any individual are not absolute. There is a practical limit to the amount of time any school can spend on trying to persuade an individual to comply with its expectations. By responding sympathetically to the needs of individuals, and by striving to make its goals and values relevant to students who are not always willing to engage, a school improves the service it gives to everyone. However, to accommodate those who actively reject its values, for whatever reason, is to undermine those values and thereby damage its service to other students. **There is a point at which concern for the many will outweigh the concerns for the needs of any one individual.** In modifying inappropriate behaviour, we must pay due regard to all theories of punishment, reform, deterrence and retribution. The latter will normally be a less prominent motive, but there may be times when the need to assert the school's values in uncompromising terms is paramount.

## **Aims of the Policy**

We understand a good behaviour policy reflects our vision and supports the quality of the relationships within the academy. A clear ambition is to promote mutual respect, self-responsibility, courtesy, esteem, preparedness to listen and a happy safe, effective working atmosphere.

Positive attitude to learning is always acknowledged and rewarded which creates a valuable learning environment with mutual respect and positive outcomes.

Positive praise and rewards are seen as aids to foster respect, responsibility and self-discipline to create a good working atmosphere. Rules should be few and fair, based on clearly and positively stated principles and everyone should be able to keep them.

Sanctions should be seen to promote fairness and reflection. They may also involve mediation and reconciliation.

## **Legislative Context**

### **Equality**

The academy is aware of its obligations under the Equalities Act 2010 and our public sector equality duty. The academy takes all forms of prejudice seriously, and we maintain logs on bullying, homophobic, racist and sexist or harmful sexualised behaviour incidents. These are monitored and appropriate actions and interventions put in place. The academy maintains logs and analyses behaviour data by ethnicity, gender, sexual orientation, pupil premium and special educational need status to identify if students from any protected group may need additional intervention. Trends and patterns identified are discussed at The Behaviour Leadership Team meetings.

### **Teachers' powers Key Points**

- Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for students, such as teaching assistants.
- Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline students in certain circumstances when a student's misbehaviour occurs outside of school. Teachers have the power to discipline students for misbehaving outside of the school premises "to such an extent as is reasonable".
- Teachers have a power to impose detention outside school hours.
- Teachers can confiscate students' property.

## **Statutory Guidance Documents**

- Behaviour and discipline in schools: Advice for governing bodies, September 2015
- Behaviour in Schools: Advice for headteachers and school staff, updated February 2024
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement: Guidance for maintained schools, academies, and pupil referral units in England, August 2024
- The Equality Act 2010 and Schools: Departmental advice for school leaders, school staff, governing bodies and local authorities, May 2014
- Searching, Screening and Confiscation: Advice for schools, July 2022
- Use of reasonable force: Advice for headteachers, staff and governing bodies, July 2013

## **Our Code of Conduct**

The Code of Conduct encourages all stakeholders to follow academy rules and promote excellent discipline, respect for self/others and consideration of their needs. Movement around the school should be orderly as the safety of everyone remains a priority.

The one rule for all of us within our academy is:

### **Everyone will act with manners and consideration to others at all times**

This means that everyone will:

- **Always try to understand the other person's point of view**
- **Make it as easy as possible for everyone in class to learn and for the teacher to teach** (This means arriving on time with everything you need for lesson, beginning and ending the lesson in a polite and orderly way, listening carefully, following instructions, helping each other when appropriate and being quiet and sensible as instructed.)
- **Move gently and quietly about the academy** (This means never running, barging or shouting but being ready to help by opening doors, standing back to let people pass and helping carry things. **Walk on the left during changeover of lessons and in crowded areas**)
- **Always try to speak politely to everyone** (even if you are angry) and use a low voice. Shouting is not the answer.
- **Listen** whenever we are required to.

- **Keep the academy clean and tidy so that it is a welcoming place we can all be proud of.** (This means putting all litter in bins, keeping walls and furniture unmarked and taking care of displays, classrooms and other students' work)
- **Behave appropriately out of school** (remember the school's reputation depends on your attitude both in and on the way to and from school.)

## **Roles and responsibilities**

We will ensure that everyone in the Academy recognises they have a responsibility in upholding our code of conduct. These responsibilities are listed below

All staff will:

- Expect the highest standards of behaviour and good manners from students.
- Implement appropriate teaching and classroom management strategies to enable all students to achieve their potential
- Developing supportive mutually respectful relationships between students and parents/carers
- Speak to students respectfully, calmly and always be prepared to listen.
- Rehearse strategies for dealing with low level disruption so that they become skilled in de-escalating conflict
- Challenge misbehaviour consistently and follow clearly defined procedures as set out in this policy
- Apply sanctions fairly, consistently, proportionately and reasonably
- Engage with students to restore relationships wherever needed.
- Reward good behaviour and learning achievements
- Inform parents/carers of their child's behaviour – positive as well as negative, use appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities.

Tutors will:

- Be a trusted adult for a student who wants to talk or needs support
- Work to create a sense of belonging to a tutor group and school community promoting this positive ethos
- Deliver a pastoral curriculum that supports positive student behaviour
- Discuss behaviour with individual tutees and take action to improve poor behaviour.
- Monitor and support student well-being and behaviour, using the report process where necessary.
- Communicate regularly with parents/carers of all tutees.
- Communicate with subject staff and others as appropriate.

Subject Leaders will:

- Ensure staff follow strategies for effective classroom management.

- Monitor classroom practice through regular learning walk sand behaviour tracking.
- Support teachers in use of this policy and the following up of incidents.
- Support with the behavioural professional development needs of staff.
- Ensure elements of personal development and growth are covered within the curriculum so students are safe, responsible and respectful.
- Teach good learning habits, attitudes and discipline through their subject delivery.

The Behaviour Lead will:

- Monitor and evaluate the behaviour of all students across the academy
- Ensure that regular behaviour walks take place and act on the findings they present
- Identify staff who need support to manage behaviour in lessons
- Provide training and support to groups and individual staff
- Manage the behaviour team
- Ensure that this policy is implemented consistently
- Ensure that appropriate behaviour interventions are in place to support individual students
- Manage the sanctions system
- Lead the communication with parents and the production and monitoring of behaviour plans

Parents and carers will:

- Work with the academy to encourage safety, responsibility, respect, and good behaviour from their children.
- Inform the academy of any information which may affect their child's ability to thrive and behave appropriately.
- Support the academy's policy on rewards and sanctions.
- Attend meetings with staff to discuss their child.
- Acknowledge that their child may make mistakes and trust that the academy like them wants the best for their child.
- Engage in support mechanisms to help their child develop their behaviour.
- Ensure that their child arrives at school wearing the correct uniform and wearing it properly.
- Ensure that their child is fully equipped to learn with the correct stationery and PE kit when needed.
- Ensure their communication with the school and its staff models the polite respectful approach we promote in school for their children
- Sign the home school agreement

Students will:

- Arrive in school/lessons on time and remain all day
- Come to school prepared and ready to learn
- Attend regularly and punctually in correct uniform with homework completed and all necessary equipment for lessons
- Always produce their best work and allow others to do the same

- Respect the rights of teachers to teach and students to learn
- Listen carefully and follow directions the first time they are given
- Show respect for others
- Deal with conflict in a non-aggressive manner
- Accept sanctions in an appropriate way
- Respect school property and the property of others
- Not smoke, not vape, drink alcohol or take any illegal substances in school
- Not bring into school any item which could, in the judgement of the school, endanger the safety of self or others
- Not to gamble in school
- Sign the Home School Agreement

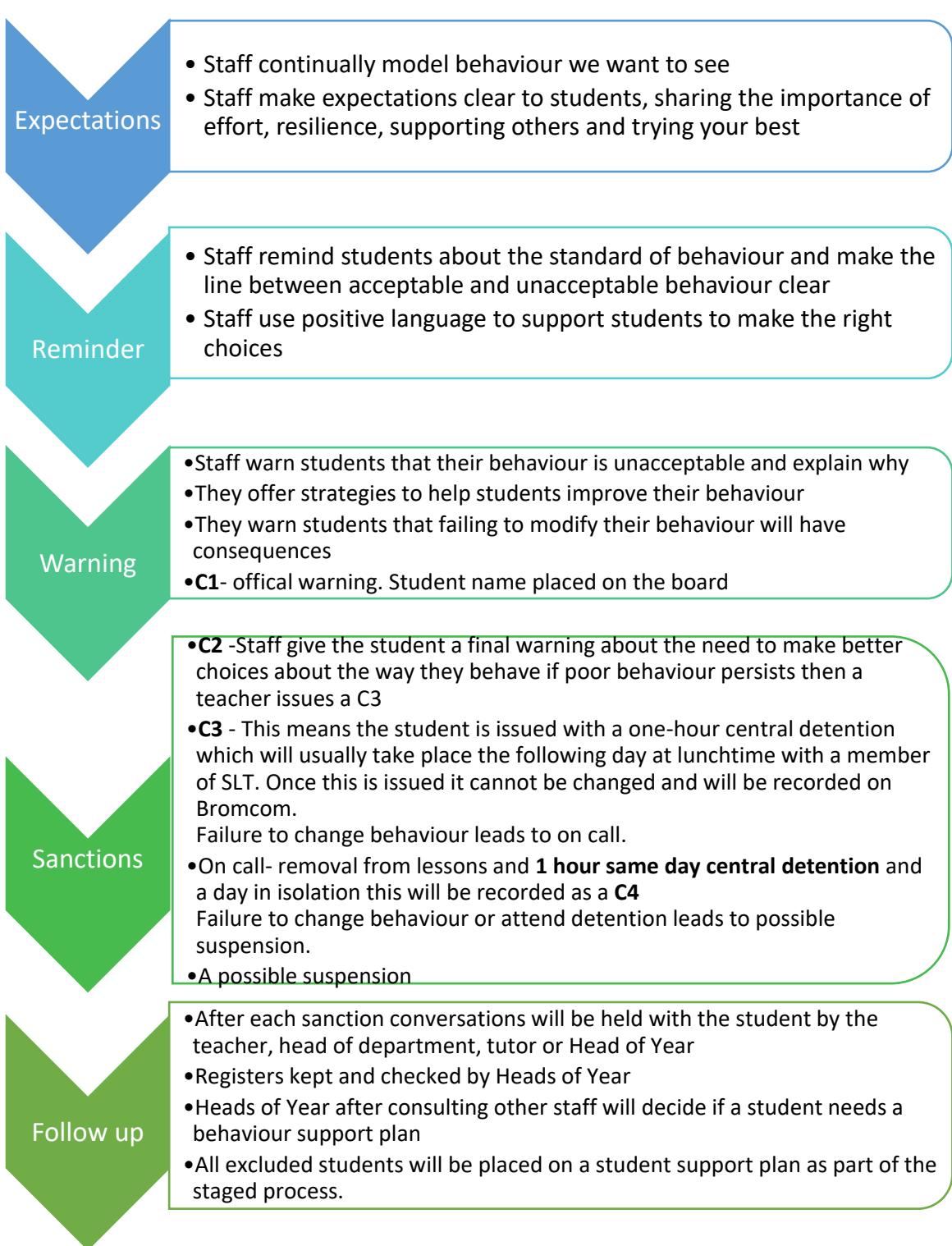
## **The Behaviour Management System**

Our behaviour management system has five key steps



1. We set our **expectations** so that all students know how they should behave and why good behaviour is important to good learning
2. Students may need to have a **reminder** of these expectations
3. Where students continue to behave in a way that does not meet expectations they will receive a **warning** that the choices they make are not the right ones
4. If students continue to make the wrong choices they will face **sanctions**
5. **Follow up** conversations will be held with students who have been sanctioned to explore how they can make better choices in future

The following diagram shows how the system works:



The Behaviour Management System is underpinned by our sanctions which are based on the **consequences** ladder. These consequences known as the C system – C1, C2, C3, 'on-call' and C4 are applied to help the teacher respond to low level behaviour disruption in classes. Low level disruption will include:

- Lateness to lessons
- Showing lack of respect

- Moving around the classroom without permission
- Calling out
- Not engaging with the work set
- Interfering with the learning of others
- Lack of equipment

**Once a student is on the consequences ladder, they will remain on the consequences ladder. Obviously, teachers can use their professional judgement and the process below to determine where a student is on the consequences ladder. However, once a student enters into the C2 or C3 category the consequences are never cancelled.**

The table below highlights what happens at each stage

Example behaviour	Sanction	Consequence	Contact with home	Follow up
Low level disruptive behaviour	C1	Student verbally warned	N/A	Teacher reminds student of expected standards
Failure to respond to a C1 Continued low level disruptive behaviour	C2	Final student warning	N/A	Teacher reminds student of expected standards
Failure to respond to a C2 Continued low level disruptive behaviour	C3	Student issued with a 1-hour central detention	Class teacher contacts home This can be a call, e-mail or Bromcom message but must state when the detention is and the reason it was given	Teacher arranges to meet with student, preferably before the next lesson and discuss concerns. A mediator can join to support.
Serious incident or repeated failure to respond Continued low level disruptive behaviour	On call	Isolated for one day 1-hour SLT detention C4	Immediate message sent when student arrives in isolation informing parents. This must then be followed by class teacher contacting home with full details. This must be a phone call home and state when the detention is and the reason it was given and that student will be in isolation for 1 day.	Teacher arranges to meet with student, preferably before the next lesson and discuss concerns A mediator can join to support

Example behaviour	Sanction	Consequence	Contact with home	Follow up
Failure to attend detention	Next level detention	If a student fails to attend a central detention, they move to isolation plus detention Failure to attend isolation and detention will result in suspension	SLT member contacts home if detention missed. Parents invited in	
Significant ongoing Academy wide concerns about behaviour	Behaviour support plan	Parents and student agree a behaviour support plan. Reporting to HoY shows whether it is working	HoY contacts home Parents invited in	Student on report against the plan
Major single incident Continuous poor behaviour not improved by behaviour support plan	Suspension or Permanent Exclusion	Head teacher agrees number of days student will be suspended or if the Student will be permanently Excluded	Formal letter sent home Parents invited in for meeting with Headteacher	Student placed on additional support plan Student assigned mentor Student on report against the plan or Permanently Excluded

## Detentions

1. All detentions given for **classroom-based** incidents (C3 and on-call) will be central.
2. Detentions given for social time (**Break and Lunchtime**) incidents will be central and last for the duration of break or lunch time
3. All detentions need to happen as close to the time of the trigger incident as possible
4. Students who are unable to attend a detention for genuine reasons can request a short one-off postponement if agreed in advance with the teacher setting the detention
5. The primary aim of detention is to help students reflect on their behaviour and understand why it cannot be tolerated. During the detention students will need to complete tasks related to improving their attitude.
6. Parents should be contacted as a matter of courtesy to let them know that their child will be in detention. Use the script provided. Parents have been informed that Quarrydale uses detentions as a school sanction

7. The responsibility of attending a detention lies with the student, but they should be reminded by staff (the person who placed them in detention) that they are due to attend a detention. Where necessary students can be escorted to the detention
8. There is an SLT rota for supervision of detentions
9. For students failing to attend a **C3** lunchtime detention they will spend periods 4, 5 and period 1 and break the following day in isolation.
10. If a student does not attend a detention because they are ill the student must rearrange the detention when they return; the detention will automatically move to the next available time but the responsibility to confirm or check this lies with the student.
11. All detentions given need to be recorded on Bromcom
12. Non-attendance will be followed up by Head of Year or Behaviour Lead
13. The teacher setting the detention will need to talk to the student about their behaviour preferably before the next lesson
14. Students who arrive a few minutes late for a detention will at the very least make the time up at the end of the detention. However, if they are more than fifteen minutes late or are continually late they will be issued with another C3.
15. Detentions will need to be completed in silence. If students talk or display negative behaviour during the detention they will be issued with a warning. Should they fail to modify their behaviour they will be asked to move to another part of the room, they will be required to stay behind at the end of the session for a minimum of 15 minutes.

### **On call and isolation**

1. If a teacher 'on-calls' a student, the student will be sent to isolation for the remainder of the day and until the same time the following day. They will not be returned to the lesson or attend any other lessons.
2. When a student has reached 'on-call' they will be asked to leave the room and will be fetched by a member of the Behaviour team or SLT.
3. The teacher will alert the behaviour team that this student is 'on-called' using the alert function on Bromcom.
4. When a student arrives in isolation a message will be sent to parents informing them that their child has been placed in isolation. This will then be followed by a call from the classroom teacher with further details later in the day.
5. In isolation students will complete the work packs, set by departments for their specific year group, during the timetabled lesson. If students have done the work set there will be additional work on managing behaviour and making the right choices that they can complete.
6. However, if students display negative behaviour whilst completing the day in the isolation room they will repeat a full day the following day.
7. Students will be escorted to the canteen to eat their lunch.
8. Students will not talk to other students within the isolation room.
9. Mobile Telephones will be removed from students prior to their placement in the isolation room.

10. Students will not be permitted to eat or drink other than at allocated times during the day in the isolation room. Packed Lunches must contain foods that comply with the Healthy Schools Agenda. Food/drink items that are not deemed suitable will be confiscated by staff.

### **Monitoring disruption across the whole academy and actions**

The behaviour for individual students across a number of subjects will be monitored by Behaviour Managers and HOY.

Where there are concerns about the behaviour of a specific student due to the number of sanctions issued or behaviour points accrued pastoral leaders and staff will work with parents to improve the student's behaviour and attitudes through the stage process

**Stage 1:** The Head of Year (HOY) and Behaviour Manager (BM) will invite parents into the Academy to discuss their child's behaviour and share with them the issues classroom teachers are having. The meeting and actions will be recorded and uploaded to Bromcom. The student will be placed on Head of Year Report for a period of two weeks. Hopefully, this will resolve the student's behaviour, which will be continually monitored. If no, or very little improvement is seen, then;

**Stage 2:** The parents will be invited in once again to meet with the HOY and SLT year link. The meeting and actions will be recorded and uploaded to Bromcom. Parents will be informed that there has been little or no improvement, their behaviour will now be monitored by the Senior Leadership Team (SLT), and the pupil will be placed on SLT report for a period of 4 weeks. All reports will be collected and placed on the student's file. If no or very little improvement is seen, then;

**Stage 3:** The Parents will have a meeting with the HOY and SLT link to agree a **student behaviour plan**. The meeting and actions will be recorded and uploaded to Bromcom. It will be explained that if this has no or little impact then their child will be at risk of exclusion with potential follow up action that could include being educated elsewhere, through alternative provision, a managed move or permanent exclusion

### **Alternative Provision**

Where there has been repeated and persistent disruption and defiant behaviour, a student may require an Alternative Provision placement for a specified period of time. The Headteacher has the right to direct students off-site for education to help improve their behaviour and meet need and to commission high quality alternative provision for students if appropriate. Alternative provision will differ from student to student but our guiding principles are that students:

- Realise good academic attainment on par with the mainstream academy (particularly in Maths and English), with appropriate accreditation and qualifications
- Achieve improved student motivation and self-confidence, attendance and engagement. Have clearly defined objectives for the next steps in

- education, including reintegration to mainstream education, progression to further education or training or employment
- Receive high quality personal, social and academic support

The provision may be part time with the student accessing some lessons at Quarrydale or full time in total at a single provision or through a blended combination of different placements. Some students may be on a reduced reintegration timetable as part of an agreement between parent/carer and the Academy.

Alternative provision is appropriately registered and meets the relevant safeguarding. The student's progress will be reviewed regularly with the expectation that they will return to Quarrydale.

### **Managed Moves**

For a managed move to take place there needs to be agreement between the School, the parents and the new school that a managed move should occur. A managed move is a permanent move to a new school. Before a managed move is agreed to, the student may be directed off-site (refer to previous section) to attend the new school for a period to ensure that the new school would be suitable for them. At the end of this off-site directed period, the relevant parties (including the parents) will review the placement before a decision is taken about whether the move becomes a permanent managed move.