



**UNITED
ENDEAVOUR
TRUST**

Policy Title: Behaviour For Learning – Newcastle Academy

Drafted by:	Nicola Bromley-Smith
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Review Date:	November 2022
Responsible for Day to Day Management:	Vice Principal
Responsible for Review:	Emma Thomas / Helen Price

This policy/procedure seeks to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relationships between groups
- Meet requirements under the Equality Duty
- Set Equality objectives which are specific and measurable



Newcastle Academy

Behaviour for Learning Policy

Introduction

We hope to create a positive caring atmosphere and believe that positive relationships are key to positive behaviour. We recognise the importance of treating students as individuals who have an important contribution to make to their school and also to society. The success of this policy will rely on the full involvement and support of all students, staff and parents.

The Trust has an aspiration that all students will conduct themselves in a positive manner being well behaved and courteous at all times when they are identifiable as students of the academies. In order to enable effective learning and teaching to take place, the highest standards of behaviour in all aspects of school life are expected at Newcastle Academy.

We hope that all students deliver our high expectations through being attentive and proactive in lessons, dressed according to the uniform policy, being tidy and careful about the maintenance and appearance of the school site and showing concern for the well-being and safety of all members of our community.

The Trust aims to build a sense of community with shared values. Our approach to behaviour supports students with a genuine interest in student's social and moral development by creating opportunities to prize achievement and marginalize negative behaviors with the promotion of good behaviour.

In relation to the behavior policy the Trust will have due regard for the promotion of equality and ensure that its policies, expectations and sanctions do not unlawfully discriminate.

General Principles influencing the Trusts' approach to Behaviour and Discipline

There is a clear relationship between effective learning and teaching, attendance and positive behaviour and this policy is initially based upon three fundamental positive principles:

- a) The foremost contributor to good student behaviour is a positive and invigorating atmosphere with well-paced and appropriately challenging lessons for all (See Learning and Teaching policy)
- b) Students who attend regularly are more likely to behave well as there is greater continuity to their learning. Pupil attendance will be closely monitored and action taken to address any issues (see Attendance Policy).

c) In order to help students achieve their potential, all students are provided with a supportive and stimulating environment and rewarding atmosphere.

The policy is based on the premise that:

- ✓ The teacher has the right to teach without interruption
- ✓ All students have the right to learn (no student has the right to deny another pupil an education)
- ✓ Everyone has the right to feel physically and emotionally safe
- ✓ All pupils have the right to be treated fairly

Above all it means that students accept responsibility for their own actions and ensures that poor behaviour does not affect the education of others.

Aims of the Policy

- ✓ To create a caring and purposeful learning environment.
- ✓ To motivate students by using a variety of rewards to recognise effort, hard work and good behaviour in a clear and structured way. This will help them value their own and other's contributions so that they can grow socially, personally and academically.
- ✓ To promote and develop confidence, self-esteem and self-discipline with due regard for authority and positive relationships based on mutual respect and support for all students.
- ✓ To encourage students to take responsibility for their own actions and ensure that they act as responsible members of the school, giving positive impressions within it and also to the wider community.
- ✓ To ensure consistency of response and equality of treatment to both positive and negative behaviour.
- ✓ To help develop proactive young citizens with an understanding and respect for the rules needed to live and succeed in the wider world.
- ✓ To clarify what is meant by "good behaviour and discipline" and ensure success through the highest standards of behaviour towards each other and towards all members of the school community.

Pastoral Care and Behaviour Concerns

The Trust recognises its responsibility to support student development including those that are involved with disciplinary issues or offences. We aim to employ a creative approach bespoke to the student's needs considering a range of practices to support actions leading to change. Within the resources available to the Trust we will take positive steps to provide effective support for students who experience behaviour management issues and their families.

We encourage all students to take responsibility for their actions and help them to address the issues leading to negative behaviours. This strategy employs a range of intervention strategies including our inclusion staff who are used to deliver specific programs to students to allow them to modify their behaviour and take full advantage of the learning opportunities available through the curriculum. Other avenues are explored based on individual student's needs these may include restorative approaches with staff and students; behaviour monitoring; intervention and support from House Leaders or external agencies and/ or meetings with teachers to identify a way forward and share a targeted approach to support.

2. Rewards and Incentives

We believe that all children are motivated to learn by praise, reward and celebration of achievement. Students should always be commended for good behavior. This supports a sustainable culture where praise, rewards and achievements are accepted and celebrated.

Staff aim to recognise students' special achievements making use of all possible rewards including ones specific to their department and share such information with other colleagues and parents.

Types of Student recognition:

- ✓ Verbal praise/encouragement during lessons, Tutor time or whenever appropriate.
- ✓ Displaying your work - in class, on corridors and on the electronic screens.
- ✓ Phone call home
- ✓ Positive postcards
- ✓ Receiving rewards in & outside the classroom
- ✓ Rewarded in routine celebration assemblies
- ✓ Receiving positive attitude to learning grades.

Achievements

Rewards are issued to recognise the level of achievement and attitude to learning. This information is also used to recognise and further reward during half termly celebration assemblies where academic efforts and progress for the term are celebrated.

3. Consequences and Sanctions

We believe that students need and welcome the security of clear boundaries and expectations. It is important that rules, procedures and strategies to which we aspire, are clearly understood and modelled by all members of the Trust; and that they are applied consistently, remembering that there needs to be some flexibility in the use of sanctions to take account of individual circumstances.

We expect that unacceptable behaviour will always be confronted and that everyone in the Trust will feel empowered to challenge anyone behaving in an anti-social/unacceptable manner.

Consequences

The school adopts the following as the guiding principles in applying sanctions to behaviour:

- ✓ The punishment is appropriate to the offence.
- ✓ Rewards and Sanctions are used fairly and consistently.
- ✓ Students have an awareness of the levels of punishment likely to be imposed for various degrees of misbehaviour.

- ✓ Punishment of whole groups for the negative actions of a minority will normally be avoided – ring leaders should be identified although care should be exercised to avoid labeling students or creating scapegoats for poor behaviour.

There will be a graduating scale of sanctions to be applied in line with the school system. These will be applied in accordance with the pupil's previous history of behaviour and alongside any agreed strategies.

These may include:

- ✓ Verbal reprimand
- ✓ Detention/withdrawal of privileges
- ✓ Parental involvement
- ✓ Referral to Head of Department/House Leader or Senior staff
- ✓ Monitoring report, targeted support
- ✓ Isolation
- ✓ Exclusion from school
- ✓ Governors Disciplinary panel

Detentions

Newcastle Academy runs a whole school detention system. Detentions take place after school from 3.15 to 4.15

Process

- ✓ Warning should take place before detention is issued to allow time for change
- ✓ Discuss with pupil – action and consequence
- ✓ Record sanction on the system

Students can be detained after school without parental consent. Detentions can be issued on the same day. Where possible every effort will be made to notify parents of a detention prior to it commencing. Notification to parents of a detention may be conveyed through email, a telephone message or verbal message or letter.

Sharing information with Parents

We seek to work in cooperation with parents to support the development of our students. It is general policy that to bring all incidents of a serious nature to the attention of parents. Parents will be notified of less serious incidents if the punishment will entail after school detention or if on general welfare grounds it is judged appropriate by staff to inform and discuss the issue with the parent.

Sanctions

Behaviour can depend upon many factors and it is not possible to standardise sanctions relating to behaviour in an absolute manner. Ultimately, it is at the discretion of all members of staff as to when a sanction is issued to a student. This decision is respected and adhered to by students. A range of sanctions can be used by the school that are commensurate with a student's actions.

Isolation is used as a last resort for continued poor behaviour or more serious incidents. This is done through a one-day referral system following an investigation by the relevant staff members and pupils. Behaviour likely to result in the use of the quiet room is shown below. This list is not exhaustive and other poor behaviours may result in the use of the quiet room.

- ✓ Vandalism
- ✓ Repeatedly refusing to follow reasonable request
- ✓ Failing to comply with School Rules
- ✓ Smoking
- ✓ Truancy
- ✓ Rudeness to staff

The Process:

- ✓ Isolation is authorised by Senior Staff only
- ✓ Referral completed with supporting information reviewed before any action is taken
- ✓ Pupil/Parent contact made on the day of the isolation

Searching and Confiscation of Inappropriate Items

The schools can search students, their lockers and bags without consent for knives, weapons, illegal drugs, tobacco, cigarettes / papers, e-cigarettes, fireworks, pornographic images, stolen items and any item that has been or is likely to be used to commit an offence or cause personal injury or damage to property. A school can search a student if it has reasonable grounds for suspecting that a student is in possession of a prohibited item. Items found will be retained by school staff and may be handed to the police where necessary. Reasonable force may be used to search for these items where necessary. During a search, students will not be instructed to remove garments that are not outer garments. For clarity outer garments means clothing that is not worn next to the skin but does not include hats, shoes, boots, gloves and scarves.

Schools are not required to inform parents before a search takes place or to seek consent to search their child.

Banned Items

Laser pens, aerosols, correcting fluid, matches, lighters, cigarettes/tobacco, alcohol, e-cigarettes, drugs, pornography. Any item that is considered to incite racial, sexist, homophobic or religious hatred is strictly prohibited.

Rules for Mobile Phones

Mobile phones can be brought into school but must remain turned off in a student's bag/locker for the duration of the school day including break and lunchtime. If phones are heard or seen the school will take the following action –

- Confiscate the phone and retain at reception.
- On the first confiscation, the phone will be returned to the student at the end of the day.
- On the second confiscation, parents will be informed that the phone will only be returned directly to them.

- For subsequent confiscations, parents will be required to meet the relevant House Leader.

Drugs and Banned substances

Includes all illegal substances, poppers, aerosol cans, correcting fluid and other volatile substances.

If a student is found in possession of banned substances on the school site or is found selling or distributing illegal drugs this is likely to result in a recommendation for permanent exclusion.

The use of Physical Restraint

Staff should avoid all use of physical chastisement and the use of physical restraints unless students are in danger of harming themselves or others, causing serious damage to equipment or property or committing an offence. In such cases physical restraint will be kept to the minimum required. If physical restraint is used the incident will be logged and reported to the Principal.

4. Exclusions

We believe that it is important for there to be firmly established limits when attempts are made to undermine academy standards and that exclusions have a part to play in creating that boundary and act as a deterrent for students.

The school follows the DFE Exclusion Guidance, (updated August 2017) The school will only levy exclusions when absolutely necessary. However, we will never shirk from taking appropriate action when necessary. Exclusion occurs when a student's behaviour results in their removal from lessons for a designated length of time. Exclusions may be fixed term or, in exceptional circumstances, permanent.

The purpose of the exclusion

To make a clearly understood statement that certain behaviours are not tolerated within the Trust.

To face students and parents/ carers/ guardians with their responsibility on terms of responding to serious disciplinary issues.

To protect the educational and social well-being and/ or safety of other students.

To protect the well-being and / or safety of staff.

We recognise that exclusions cause disruption to students' learning, which might negatively influence their future behaviour. In all but exceptional circumstances, fixed term exclusions will be limited to the minimum school days that is deemed appropriate. The length of any fixed term exclusion will be the minimum that is judged as necessary to achieve the desired effect.

There will be a re-integration meeting with the student and their parents after some internal exclusions and every fixed term exclusion.

Behaviour that may result in fixed term exclusion:

- ✓ Persistent and/or seriously disruptive behaviour
- ✓ Aggressive, abusive or threatening behaviour towards staff
- ✓ Confrontational behaviour/obscene language towards students or staff including obscenity, offensive language, racist, sexual derogative or homophobic language
- ✓ Sexually derogative behaviour
- ✓ Serious vandalism
- ✓ Disruption in the local community
- ✓ Theft
- ✓ Repeated incidence of smoking
- ✓ Assault
- ✓ Carrying a potentially dangerous weapon/implement on the journey to or from the school
- ✓ Bringing a potentially dangerous weapon/implement onto the school site
- ✓ Behaviour likely to bring the school into disrepute

In rare cases, the school may have to consider permanent exclusion. Sometimes this will be for a significant isolated incident.

Behaviour likely to result in permanent exclusion:

- ✓ Physical assault upon a member of staff
- ✓ Serious physical assault upon another student
- ✓ Supplying a controlled substance
- ✓ Use/possession/selling or distribution of a controlled/illegal substance
- ✓ Possession of knives
- ✓ Actual, intended or threatened use of a potentially dangerous weapon/implement on the school site.
- ✓ Posing a serious and/or repeated health and safety risk
- ✓ Repeated incidents of serious misbehaviour
- ✓ Sexual misconduct
- ✓ Criminal offences committed on the school site, whilst representing the school or whilst on the way to or from school
- ✓ Or other serious reasons at a Principal's discretion

Confronting all incidents and acting consistently when applying sanctions ensures the deterrent effect of our Behaviour for Learning Policy. We recognise that it is never the person themselves but always their actions, which have led to the sanction and restorative justice techniques will be used to address situations where appropriate/possible. It is not possible to link a specific sanction to a particular offence in all cases. The specific circumstances of each offence must be considered when deciding upon sanctions.

Appendix 1 Rules, Responsibilities and Accountabilities

Good behaviour will be reinforced by the rewards systems and by involving students in the academy's decision-making processes via the academy council and student voice.

Code of conduct

Students are expected to:

Learning - Do your best in every lesson.

- ✓ Have a positive approach to academy life
- ✓ Work to the best of their ability at all times and allow others to do the same
- ✓ Be ready to learn by ensuring regular attendance and being punctual to all lessons with the correct equipment
- ✓ Complete all work set in lessons and for homework tasks

Communication - One voice at a time.

- ✓ Follow instructions at the first time of asking co-operating with other students and staff
- ✓ Listen carefully to the teacher

Treatment - Treat others as you wish to be treated.

- ✓ Never disrupt the learning of others
- ✓ Be polite and respectful to other members of the academy community
- ✓ Treat others with respect: no name calling and no swearing
- ✓ Staff and students should not tolerate racist language or behaviour. This must be reported to a senior member of staff (See Anti-Bullying and Equal Opportunities policies)

Movement - Move quietly and sensibly about the School.

- ✓ Inside the building, students should not run and should keep to the left in corridors and on staircases.
- ✓ Around the site, students must move from one place to another in an orderly manner, using the paths. Cycling is not allowed on the school site.
- ✓ Remove their coat, and other items that do not form part of the school uniform, when entering the school building and not put it back on until they leave the building

Problem Solving - Accept responsibility for your actions.

- ✓ Abide by the Home-Academy Agreement and the Behaviour for Learning policy rules
- ✓ Be positive ambassadors of the academy through their exemplary behaviour on their way to and from the academy and when representing the academy on trips

Safety – Keep yourself and others safe at all times.

- ✓ Always consider the safety of others
- ✓ Keep their money in their personal possession at all time. Large amounts of money should not be brought into school. If a significant sum of money does need to be brought, it should be handed into the office and collected at the end of the day
- ✓ Not interfere with windows, radiators, whiteboards, blinds and other classroom materials/resources
- ✓ Chewing gum is forbidden in school
- ✓ Have no unauthorised piercings and/or tattoos (see uniform policy)

- ✓ Wear correct footwear (see uniform policy). Platform shoes, high heels or shoes with no backs should also not be worn for health and safety reasons.
- ✓ Not wear jewellery, apart from one stud per ear (see uniform policy).

Parental responsibilities and accountabilities

The Academy will work upon the general assumption that parents/carers are accountable for their children's behaviour and have special responsibilities with respect to dress and appearance, punctuality, homework and general politeness. The Academy will try to be supportive of parents but will expect the same in return. The Home Academy agreement will reflect the cooperative partnership.

Parents /Guardians/ Carers are expected to:

- ✓ Abide by the Home Academy Agreement
- ✓ Be ready to support the Academy Behaviour for Learning Policy by reinforcing school rules
- ✓ Share concerns about their child's education, welfare and behaviour with the school
- ✓ Support their child's independent learning
- ✓ Engage in dialogue with the academy regarding their child's progress and attend parents' evenings / academic mentoring sessions
- ✓ Encourage their child to be an ambassador of the academy at all times
- ✓ Ensure that attendance exceeds 96%
- ✓ Inform the academy of any absence
- ✓ Ensure their child arrives at the academy on time
- ✓ Ensure their child is in full uniform and wears the uniform in accordance with the uniform policy
- ✓ Support the academy's decisions whilst having an entitlement to be fully informed about and ask questions about decisions regarding their child's behaviour.

Responsibilities and Accountabilities of all staff members of United Endeavour Trust

Act to support a consistent approach to routine matters of maintaining standards and discipline about the site including behaviour, good order, litter and appearance.

Responsibilities of All staff

- ✓ Deliver the Home-Academy agreement and support this Behaviour for Learning Policy at all times
- ✓ Be positive ambassadors of the school through their professionalism at all times
- ✓ Encourage good behaviour from students and colleagues: leading by example and using positive language
- ✓ Manage the behaviour in their classroom in line with the academy policy and their individual department policy
- ✓ Support students and colleagues
- ✓ Be ready to teach by having good attendance and by being punctual to all lessons
- ✓ Treat all students fairly and equally

- ✓ Undertake thorough planning to provide challenging, interesting and relevant lessons appropriate to the age, ability and any individual needs of all students create a safe, pleasant and effective learning environment
- ✓ Take every opportunity to promote and reward good behaviour, achievement and effort when deserved
- ✓ Be aware of their individual use of the reward and sanctions systems
- ✓ Use rules and consequences outlined in this policy clearly and consistently
- ✓ Inform good relationships with parents liaising regularly to help them support their child's learning and to share any concerns about their child's education, welfare or behaviour

Accountabilities of Subject Teachers

- ✓ Take action on routine incidents of minor disruption, poor punctuality, incomplete homework etc
- ✓ Ensure the Consequence system is displayed in the Learning Environment at all times and is followed to support effective behaviour for Learning
- ✓ Act upon any incidents of poor behaviour, lateness, or homework failure using the agreed school consequences system, together with any rewards given. This includes incidents of poor behaviour that may occur on school visits
- ✓ Discuss with students' incidents of homework failure, repeated lateness, or persistent minor misbehaviour
- ✓ Record sanctions on SIMS
- ✓ Refer to Head of Department all cases of repeated misdemeanour in the classroom, including regular homework failure
- ✓ Ensure lessons begin with: students lining up, equipment on display on desks; a 'Bell' activity is prepared and ready for students when they enter the learning environment
- ✓ Ensure all areas of the school are calm and purposeful through consistently applying the consequence system and Academy principles

Accountabilities of Head of Department

- ✓ Monitor behaviour of students within their department through department meetings and occasional lesson observations
- ✓ Support members of the department by reinforcing punishments for persistent offenders
- ✓ Keep pastoral staff informed of action taken
- ✓ Ensure a rota or system is in place to support colleagues if required
- ✓ Refer directly to House Leaders incidents that go beyond the normal departmental problems
- ✓ Request Senior Staff support for classes where problems persist despite the use of standard sanctions
- ✓ Ensure all areas of the school are calm and purposeful through consistently applying the consequence system

Accountabilities of Tutors:

- ✓ Monitor attendance, punctuality, appearance and behaviour and act as appropriate
- ✓ Keep form logs of behaviour and attendance
- ✓ Note where multiple referrals are given (i.e. more than 1 in a week for any one student, or more than 3 in a week about a specific class) and discuss with House Leader
- ✓ Remind students of detentions during Tutor time that their detention is to be held
- ✓ Ensure all areas of the school are calm and purposeful through consistently applying the consequence system and Academy Principles

Accountabilities of House Leaders:

- ✓ Monitor the numbers and nature of referrals given within their House group by keeping an up to date record
- ✓ Take appropriate action with students where there is a problem that is general to the student rather than being confined to a certain subject. Action should follow the Pastoral intervention checklist and could include extra work, detention, review meeting (including parent), on report etc
- ✓ Refer to Senior Leaders where the normal sanctions have failed to bring about improvement
- ✓ Ensure all areas of the school are calm and purposeful through consistently applying the consequence system and Academy principles

Accountability of Principal:

- ✓ Promote good order and discipline in school including student self-discipline, proper regard for authority, good behaviour and respect for others
- ✓ Ensure students experiencing behavioural difficulties are given support and opportunity to improve their behaviour
- ✓ Ensure the Principal and other senior staff have a high profile at lunch time and other times during busy circulation periods and that all teaching staff conscientiously fulfil statutory duty commitments
- ✓ Ensure that staff, parents and students are in no doubt about expected standards of behaviour, the consequences of not achieving the required standards and what the Academy would regard as serious misbehaviour possibly resulting in exclusion
- ✓ Ensure that procedures are followed and accountabilities are met
- ✓ If appropriate, sanction exclusions
- ✓ To report to the Governors termly on the number of exclusions giving reasons and social data of students
- ✓ Must follow direction from the disciplinary committee to readmit excluded students

EQUALITY IMPACT ASSESSMENT POLICY CHECKLIST

Equality Impact Assessment of UET Policy						
Title of Policy	Behaviour for Learning – Newcastle Academy					
PART 1	Positive Impact – reducing inequalities					
<p>Statutory duty/equality legislation: Equality Impact Assessment undertaken or is satisfied.</p> <p><i>D = Disability, GA = Gender reassignment, P = Pregnancy & Maternity, R = Race, R/B = Religion or Belief, S = Sex, SO = Sexual Orientation,</i></p> <p><i>A = Age, M/CP = Marriage and Civil Partnerships</i></p>	<p>How is the policy likely to have a <u>significant positive impact</u> on equality by reducing inequalities that already exist? All students have a clear understanding of expectations and consequences of unsatisfactory behaviour.</p> <p>Could the policy have a <u>significant negative impact</u> on equality in relation to each of the following groups or characteristics? No</p>					
Characteristics Indicate areas of likely impact	Promote equal opportunities	Get rid of discrimination	Get rid of harassment	Promote good community relations	Promote positive attitudes	Promote/protect human rights
D	✓	✓	✓	✓	✓	✓
GA	✓	✓	✓	✓	✓	✓
P	✓	✓	✓	✓	✓	✓
R	✓	✓	✓	✓	✓	✓
R/B	✓	✓	✓	✓	✓	✓
S	✓	✓	✓	✓	✓	✓
SO	✓	✓	✓	✓	✓	✓

A	✓	✓	✓	✓	✓	✓
M/CP						
Equality Impact Assessment of UET Policy	Records					
Person responsible for policy	Emma Thomas / Helen Price					
Date of EIA of Policy	October 2022					

Equality Impact Assessment of UET Policy	Evidence
PART 2	
<i>Statutory duty/equality legislation: Equality Impact Assessment undertaken or is satisfied.</i>	<p>What is the evidence for your answers above? (list any quantitative and qualitative)</p> <p>Robust behaviour processes in place and routine monitoring in place.</p> <p>Half termly analysis undertaken.</p> <p>Report to SLT/ Governors via termly report.</p>

Equality Impact Assessment of UET Policy	Conclusion
PART 3	The behaviour policy allows all students to positively engage in lessons. It allows students to rectify any poor behaviour prior to sanctions being applied.
Summary of findings	Routine tracking of behaviour to continue to analyse where changes may be needed.

Equality Impact Assessment of UET Policy	Next steps
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PART 4			
Category	Actions	Target Date	Person responsible
Next Steps – Action Plan	Ensure continuation of routine auditing/self-evaluation.	Ongoing	Emma Thomas / Helen Price
Practical changes required to reduce adverse impact			
Monitoring and evaluation and Review (publish revised policy)	Outcomes reported to SLT / Governors via report Annual Checkpoint Review	October 2022	Emma Thomas / Helen Price

