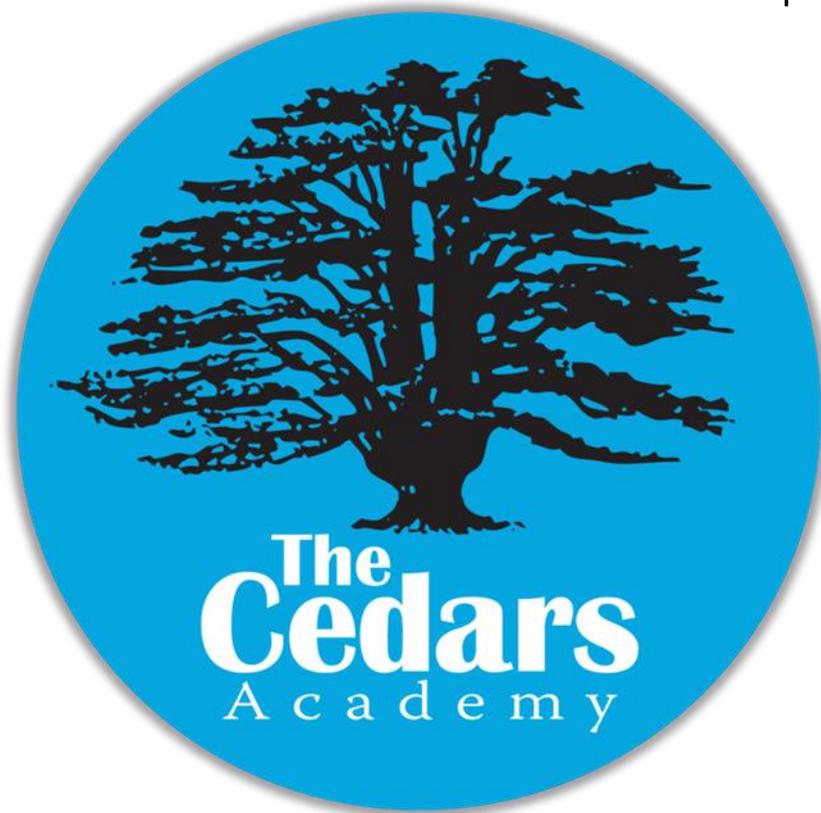


Aspiring to excellence



THE
CEDARS
ACADEMY

BEHAVIOUR POLICY – MARCH 2018

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1. Aims

The Cedars Academy expects and promotes positive behaviour and respect for each other, enabling pupils, teachers and associate staff to secure an effective and enjoyable teaching and learning environment. We believe that all pupils should be aware of the standards of behaviour that are expected of them, and takes responsibility for promoting these standards. We hope that by encouraging positive behaviour patterns we can promote good relationships throughout the academy built on trust and understanding, and that through the use of this policy we can support all of our pupils in developing a high level of social awareness. Our aim is to ensure that all our pupils leave the academy with the key skills they need to continue to progress to the best of their ability in all areas of life.

DfE Guidance and Advice:

This policy has been written in line with current DfE Guidance and Advice:

- *'Behaviour and Discipline in Schools – Advice for Headteachers, and school staff' 2016*
- *'Behaviour and Discipline in Schools – Advice for Governors' 2013*
- *'Exclusion from maintained schools, Academies and pupil referral units in England' 2017*
- *'Preventing and tackling bullying - Advice for headteachers, staff and governing bodies' 2017*
- *'Searching, screening and confiscation - Advice for headteachers, school staff and governing bodies' 2017*
- *'Use of reasonable force - Advice for headteachers, staff and governing bodies' 2013*

2. Expectations

The academy understands that the first step to modelling good behaviour is to lead by example, which means that all staff, volunteers, and anyone else who comes to the school must act responsibly and professionally, and will never denigrate pupils or colleagues. We work hard to ensure that discipline is consistent across the academy so that behaviour boundaries and sanctions are clear to all and are applied fairly, proportionately, and without discrimination, taking into account SEN needs and disabilities as well as the additional challenges that some vulnerable pupils may face. Staff are trained to deal with behavioural strategies as part of their continual professional development.

We work with parents to understand their children and their behaviour and believe that behaviour boundaries and sanctions, good support systems, praise, and rewards for good behaviour are an important part of building an effective learning community. The academy will report behaviour, good or bad, to parents regularly. We encourage parents to communicate with the school if they have a concern about their child's behaviour, and we will do as much as is possible to support parents as and when they need it. We promote good behaviour within the school curriculum and reminders of school rules and expected standards of behaviour are up on walls in classrooms and situated around the school.

Staff are a constant presence around the school, in-between classes, during breaks in the school day, and at lunch times, to check that pupils are using the school grounds respectfully and behaving appropriately.

We recognise that where individual pupils are engaging in continuing disruptive behaviour this can be as a result of unmet mental health needs. If such needs are identified, we will do all we can to ensure that the pupil receives appropriate support. We recognise our legal duties under the Equality Act 2010 in respect of pupils with SEN and/or disabilities. Whilst all pupils identified with SEN and/or disabilities are covered

under this behaviour policy, we recognise that these pupils often require support which is different from, or in addition to, that required by their peers in order to take full advantage of the educational opportunities available to all pupils. Advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed.

The academy will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff and this includes protection from bullying. We aim to combat bullying and other harmful behaviour using, amongst others, preventative strategies through the active development of pupils' social, emotional and behavioural skills. However, we operate a zero tolerance approach to pupils who persistently bully other pupils.

Senior Leadership Responsibilities

The Head Teacher has the ultimate responsibility for deciding the standard of behaviour expected of pupils at the Academy and how the standard will be achieved. The Head Teacher is also responsible for deciding the Academy rules and any disciplinary penalties for breaking the rules.

Parents/Carers

Parents/Carers will:

- Ensure pupils are in the correct Academy uniform
- Ensure pupils have a school bag and the correct equipment for school
- Encourage full attendance and avoid holidays in term time and arrange routine medical and dental appointments outside of the Academy day
- Inform the Academy as soon as possible if my/our child cannot attend the Academy because of illness
- Ensure that my/our child arrives punctually to the Academy
- Ensure that my/our child completes homework by checking showmyhomework
- Support learning by attending parents' evenings and other discussions about my/our child's progress

Pupils

Pupils will:

- Wear Cedars Academy Uniform
- Have a school bag and a pencil case with equipment to learn
- Arrive to lessons on time
- Walk down corridors and stairs on the left
- Eat in the canteen areas
- Be polite at all times
- Work hard and try their best
- Respect all staff and each other
- Complete homework

Teachers

Teachers will:

- Deliver good and outstanding lessons
- Manage their classroom so there is good and outstanding behaviour in lessons
- Begin lessons with 'meet and greet' and finish lessons with 'end and send'
- Respect pupils and treat them equally
- Ensure all pupils are stretched and challenged by the work in lessons
- Set homework every week on showmyhomework

3. Managing behaviour

We follow the latest advice given from the government

Key points

- Staff have power to discipline pupils for misbehaviour which occurs in the academy and, in some circumstances, outside of the academy
- The power to discipline also applies to all paid staff who work at The Academy
- Staff have statutory authority to discipline pupils whose behaviour is unacceptable, who break the academy rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006)
- Staff can discipline pupils at any time the pupil is in the academy or elsewhere under the charge of a teacher, including on academy visits
- Staff can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of the academy
- Staff have the power to impose immediate detention at lunchtime and the end of the day
- Staff can confiscate pupils' property

4. How pupil behaviour is monitored and evaluated

Pupil behaviour is discussed at weekly HOY, Year, Faculty and SLT meetings. Appropriate action is taken or agreed strategies are put in place.

We have clear and accurate methods for tracking, recording and monitoring behaviour, both in the classroom and around the academy, which allow us to evaluate interventions and monitor improvement. The information is readily available to and easily shared with:

- Teaching and non-teaching staff
- The Senior Leadership Team
- Tutors, Heads of Year and Heads of Subject / Faculty
- Parents and carers
- Outside agencies
- Governors who evaluate the impact of this policy by receiving data from the Head Teacher, Assistant Head Teacher i/c Behaviour and Safety

5. Rewards

- Pupils consistently receive verbal positive recognition for their good behaviour in and out of lessons.
- Achievement points are awarded for good work or positive participation within a lesson. The more Achievement Points they receive, the higher the certificate.
- Pupils may be awarded a Senior Leadership Team Award. These are highly regarded by both staff and pupils as they represent rewards for showing examples of being a good citizen - being helpful, kind, generous, empathic and producing excellent work are just some of the ways in which these are attained.
- All year groups have a “Tutor Group of the Week” competition in which tallies of Achievement and behaviour records identify the winning tutor group each week. Winning groups receives a certificate in the year assembly in recognition.

Celebrating success

At the academy, we regularly celebrate the success of all pupils in a variety of ways, as we recognise that focussing on success and positive outcomes is essential in developing a positive culture and ethos across the academy, which in turn, promotes good behaviour.

We celebrate success in many ways:

- Verbal praise (for work or behaviour)
- A comment of written praise in a workbook.
- Contact with parents or carers by telephone calls, post cards, letters and at Parents’ Evening
- The display of good work both in the teaching rooms and around the academy
- The awarding of Achievement points, certificates and Senior Leadership Team Awards for homework, good classwork, being on time regularly, caring for others, helping others, being thoughtful or considerate etc.
- Sharing and celebrating success during lesson time
- Sharing and celebrating success in assemblies
- Awards’ Evenings
- Information in the Newsletter

The Rewards System

Achievement points are awarded for:

- A good piece of class work or homework
- A thoughtful or insightful comment in class discussions
- A piece of work above the standard expected
- Work or effort of particular merit
- Sustained effort or standard over a given period
- Work which involves self-directed study (i.e. extension work)
- Contributions to assemblies and other Academy events
- Representing the Academy
- Attainment of a specific target
- Being a good citizen

Reward Certificates

- 20 Achievement Points – Tutor Award
- 40 Achievement Points – HOY Award
- 60 Achievement Points – Senior Leader Award
- 80 Head Teacher Award – Lunch of their choice with x2 friends

Weekly Rewards

- Tutor Group with Best Attendance
- Tutor Group with Most Achievement Points
- Student of the Week – Individual in Year Group with most achievement points
- Senior Leader Outstanding Student of the Week – Effort or achievement deemed to be outstanding

Half Termly Rewards

- Tutor Group with Best Attendance for Half Term
- Tutor Group with Most Achievement Points for Half Term
- Student of the Term – Individual in Year Group with most achievement points

Tutor Rewards Postcard

- Role Model of the Week – Postcard sent home x1 a week

6. Strategies, Sanctions and Consequences

Although the academy aims to focus on positives at all times, there are unfortunately occasions when a minority of pupils let themselves, the academy, and others down through their unacceptable or inappropriate behaviour.

When bad behaviour does take place, there is an expectation, from pupils and adults alike, that appropriate sanctions will be applied. These are clearly understood by pupils and adults, and are consistent across all areas. They are progressive and are relative to the frequency or severity of the behaviour.

7. Discipline Procedures

In-Class procedures

We expect all pupils to:

- Follow instructions from staff promptly
- Show respect for everyone in the room and the environment
- Allow everyone in the classroom to engage in the learning without interruption

If a pupil fails to meet these expectations, the following action is taken:

	Action Taken by staff	Consequence and follow-up action by staff
	Pre-warning (optional) – mild correction given	None
1st Warning	Pupil is informed of the warning and the reason	None
2nd Warning	Pupil is informed of the warning and the reason	None
Behaviour Incident	Behaviour Incident is recorded on Sims and Pupil is informed by the classroom teacher of Faculty Detention that will take place on the same day	Behaviour Incident is recorded on Sims and a 20 Minute Departmental Lunch time detention is set for the same day (Lesson 1-4). Departmental Lunch time detention is set for next day (Lesson 5&6). Failure to attend this detention will lead to 40 minute SLT After school detention.
On Call	Pupil is On-Called – On Call button on Sims A message will be sent home immediately to say pupil has been On-Called and that they have an immediate SLT Detention after school for 40 minutes	Pupil is removed from lesson to Post 16 Lesson or HOD and works in isolation for the rest of the lesson. SLT 40 minute detention to take place straight after school on the same day in Room C7

Table 1 Classroom behaviour sanctions

Outside of lessons

Outside of lesson times we expect pupils to:

- Move calmly and quietly around the academy, keeping to the left
- Speak politely to everyone
- Have respect for the academy and people's property
- Remain on site, in the agreed areas, unless they have permission to do otherwise
- Eat and drink only allowed in the canteen areas and outside the buildings (not in corridors)
- Wear your uniform correctly as set out in the Cedars Uniform Policy

If a pupil fails to meet our expectations of behaviour outside of lesson times the following procedure is in place:

	Action Taken by staff	Consequence and follow-up action by staff
	Pre-warning (optional) – mild correction given	None
1st Warning	Pupil is informed of the warning and the reason	None
2nd Warning	Pupil is informed of the warning and the reason	None
Behaviour Incident	Behaviour Incident is recorded on Sims and Pupil is informed of Head of Year Detention that will take place the next day at Lunch time	Behaviour Incident is recorded on Sims and a 20 Minute HOY Lunch time detention is set for the next day Room C8 . Failure to attend this detention will lead to 40 minute HOY After school detention.
Serious Incident	Senior Leader on Duty is called to attend / deal with Incident. A message will be sent home immediately to say pupil has been involved in a serious Incident and that they have an SLT Detention after school for 40 minutes	Pupil is removed from area to Student Support Area for the rest of the break / lunch. SLT detention to take place straight after school on the same day in Room C7 Phone call home by member of SLT on Duty

Table 2 Break and Lunch Time Discipline Procedures

8. Lates

Late to Registration

If a pupil is late to registration they must make up the time with their Tutor

	Staff responsible for actions	Action taken by staff
Late to individual registration sessions	Tutor	Tutor to set detention to make up time – phone call home to parent regarding lateness
Persistently late to registration / Truancy from registration	HOY	HOY to set 20 Minute Lunch time detention – phone call home to parent regarding lateness. If pupil fails to complete this detention pass on to SLT detention
Persistently late to registration / Truancy from registration / Unresponsive to HOY intervention	SLT	SLT detention

Late to lessons

If a pupil is late to a lesson they should make up the time with their subject teacher at the end of the lesson at break or lunch time after the lesson or alternatively come back to the teacher at the next break or lunch time.

	Staff responsible for actions	Action taken by staff
Late to an individual lesson	Subject teacher	Same day detention to make up time missed
Repeatedly late to same lesson / miss Subject teacher detention for lateness	HOS / HOD	Lunch time detention by HOS/HOD. Failure to attend this detention will lead to 40 minute HOY After school detention.
Repeatedly late to same lesson / miss HOS/HOD detention for lateness	HOY	40 minute HOY After school detention
Missed HPY detention for lateness	SLT	40 minute SLT After school detention

9. Sanctions

Sanctions are given to pupils who choose to behave in an unacceptable manner by not following classroom expectations. The emphasis is on the fact that the pupil **chose** to behave in that way and must accept the consequence of that decision.

The punishment will be proportionate to the behaviour displayed. Staff have the legal power to give detentions and do not require the consent of a parent. However, we seek the support of all parents in our use of sanctions as a punishment for poor behaviour.

Staff can use a range of options for this sanction:

- A verbal reprimand
- Extra work or repeating unsatisfactory work until it meets the required standard
- Loss of privileges – for instance the loss of a prized responsibility, not being able to participate in a non-uniform day or go on a trip
- Missing break time
- Detention including during lunch-time and after College
- Academy based community service or imposition of a task – such as picking up litter; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti
- Regular reporting including being placed “on report” for behaviour, effort or homework monitoring.
- In more extreme cases:
 - internal exclusion where the pupil works in isolation for a set period of time
 - fixed term exclusion where the pupil will be ‘hosted’ at another school for that period
 - permanent exclusion

For the vast majority of pupils in the academy, this system is sufficient to maintain good order and, when necessary, reminds a pupil that the behaviour they choose is unacceptable and needs changing.

10. On-Call

If pupils are ‘On-Called’ from a lesson for after receiving a 3rd warning or because their behaviour is severe, we have the following system in place:

On-Call	Letter home	Sanction	Follow up	Sanctions Ladder
1 st	Sent by Assistant Principal	SLT after school detention on the day of the On-Call (40 Mins)	referral to Tutor for consideration for further action (report, internal exclusion, parent contact, pupil interview)	
2 nd	Sent by Assistant Principal	SLT after school detention on the day of the On-Call (40 Mins)	referral to HOY for consideration for further action (HOY report, internal exclusion, parent meeting, pupil interview)	1 Day in ICE
3 rd	Sent by Head Teacher	SLT after school detention on the day of the On-Call (40 Mins)	referral to AP/HOY/SM for consideration for further action (report, internal exclusion, parent interview, CA behaviour strategy referral)	2 Days in ICE

Table 3 On-Call System

This is on a Half Termly basis.

11. Stages of Behaviour

Stage	Description	Academy Action						
		Tutor	SM	HOY	AP	SENCO	Parent	Sanctions Ladder
Stage 1	Pupil has received 5 behaviour incidents / 1 On-Call	Monitor through Tutor report. Discussed with HOY	Discuss with Tutor					
Stage 2	Pupil has received 10 behaviour incidents / 2 On-Calls(Per H/T)		Monitor through SM report. Discussed with SM	Discuss with SM			Meet with HOY/SM	1 Day in ICE
Stage 3	Pupil has received 15 behaviour incidents / 3 On-Calls (Per H/T) / Been involved in a Serious Incident			Monitor through HOY report. Discussed with AP	Discuss with HOY		Meet with HOY/SM	2 Days in ICE
Stage 4	Pupil has received 20+ behaviour incidents / more than 3 On-Calls in a H/T / Been involved in a very Serious Incident	Academy Action			Outside support			3 Day Exclusion
		<ul style="list-style-type: none"> • Meeting (Tutor, HOY, AP, Director of Pastoral Care, SENCO to discuss next steps) • Round robin • Boxall completed • Parent meeting • Senior Leadership Team Report 			<ul style="list-style-type: none"> • Refer to ED Psych • EHCP application • School nurse • Counselling • CAMHS 			
Stage 5	No improvement in behaviour / Very serious incident	Referral to Melton Behaviour Partnership						5 Day Exclusion
Stage 6	Repeated very serious incident	Head Teacher and Governor Intervention						8 Day Exclusion

Table 4 Stages of Behaviour

12. Exclusions

Very serious behaviour will incur a proportionate sanction. Examples of this type of behaviour would include physical violence or threat of violence, swearing at members of staff, bringing into the academy a banned or illegal item, refusal to follow a reasonable instruction from a teacher. Sanctions could range from internal exclusion (part or all of the day) to fixed period exclusions to permanent exclusions.

A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently.

We work closely with the Melton Behaviour Partnership (MBP) to ensure that pupils who have received fixed term exclusions over 5 days are 'hosted' at another school in the partnership for the duration of the exclusion. This means that the pupil will not be 'out of education' during this period. Pupils are in isolation during this period and will be provided with work to complete.

Permanent exclusion will only be used as a last resort; in response to a serious breach, or persistent breaches, of the Academy's Behaviour Policy; and where allowing the pupil to remain in Academy would seriously harm the education or welfare of the pupil or others in the Academy.

It is the Head Teacher's decision whether to exclude or not. Procedures for exclusions will be in accordance with government guidelines on exclusions; 'Exclusions from maintained schools, academies and pupil referral units in England.'

Internal Exclusions / Isolation

Serious offences could result in an Internal Exclusion:

- Parents/Carers will be contacted as soon as possible to inform them of the reason for an internal exclusion / Isolation
- The pupil will be supervised by HOY/SLT for the time period of the internal exclusion / Isolation
- Break and lunch privileges will be removed for a specified length of time; pupils will be able to drink, have their lunch and use the toilet
- The details will be recorded on SIMS and staff informed
- Appropriate work will be set

Fixed period Exclusions

On exceptionally rare occasions, behaviour is so poor and/or persistent, that even with progressive strategies to help change challenging behaviour, the only course of action is a fixed period or permanent exclusion. In this case:-

- Following a thorough investigation, details are shared with the Head Teacher
- The Head Teacher has the final say in exclusion
- Parents will be called to discuss and collect student
- Appropriate work will be sent and marked for the first 5 days of a fixed period exclusion
- A 'hosting' at another school will be considered
- Alternative provision will be made after the sixth day which is likely to be 'hosting' at another school
- Parents will be informed, in writing, of the reasons and length of any exclusion and where they can get guidance to their rights
- A re-integration interview will take place on the pupil's return

- Strategies to improve behaviour will be in place
- Behaviour will be monitored through a post-exclusion report

13. Conduct of pupils outside the school gates

- Staff have the power to discipline pupils for misbehaving outside of the Academy premises “to such an extent as is reasonable”.
- The Academy will respond to reports of non-criminal bad behaviour and bullying which occurs off the Academy premises and which is witnessed by a staff member or reported to the Academy. Punishments will be in line within those laid out for similar offences occurring within the Academy.

Subject to our Behaviour Policy, staff may discipline pupils for misbehaviour when the pupil is:

- taking part in any Academy-organised or Academy-related activity or
- travelling to or from the Academy
- wearing Academy uniform or
- in some other way is identifiable as a pupil from the Academy

Staff may discipline pupils for misbehaviour at any time, whether or not the conditions above apply, when that behaviour:

- could have repercussions for the orderly running of the Academy
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the Academy

In all cases of misbehaviour, staff can only discipline the pupil on Academy premises or elsewhere when the pupil is under the lawful control of the staff member.

The Head Teacher will also consider whether it is appropriate to notify the police of the actions taken against a pupil.

14. Mobile Phone Policy

Mobile phones are not to be used in lessons unless specified by the teacher for a specific task (research, Kahoot etc.). Pupils are not to use their mobile phones in the corridors between lessons and should not have earphones in whilst walking around the Academy. If pupils have their mobile phones out without permission in lessons staff they will be confiscated and will have to be collected from the office by a Parent or Carer at the end of the school day.

15. Searching Pupils

There are two sets of legal provisions which enable Academy staff to confiscate items from pupils:

1. Staff have, in law, a ‘**general power to discipline**’ which enables them to confiscate, retain or dispose of a pupil’s property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

The Head Teacher and members of staff authorised by the Head Teacher have the authority to search a pupil for any item **if the pupil agrees**.

2. Staff also have ‘**power to search without consent**’ for “prohibited items” including:

- knives and weapons
- alcohol,
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or
- to cause personal injury to, or damage to the property of, any person (including the pupil)

If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, staff can apply an appropriate punishment as set out in this policy.

The member of staff must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the pupil being searched.

There is a limited exception to this rule. A member of staff can carry out a search of a pupil of the opposite sex and without a witness present, but only where it is reasonably believed that there would be a risk that serious harm would be caused to a person if the search was not conducted immediately and where it is not reasonably practicable to summon another member of staff.

All staff are advised that a discussion with a member of SLT should take place before any searching of a pupil.

CCTV footage may be used in order to make a decision whether to conduct a search.

Members of staff can use such force as is reasonable, given the circumstances, when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for items banned under the Academy rules.

Academy staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to Academy discipline.

A member of staff can confiscate, retain or dispose of a pupil’s property as a disciplinary penalty, where reasonable to do so. The Academy will inform the individual pupil’s parents or carers where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.

Weapons and knives, and extreme or child pornography will always be handed over to the police. All incidents where searching and confiscation are involved must be recorded and reported to the Assistant Head Teacher (Behaviour and Safety). Details will be logged.

Procedures for screening, searching and confiscation will be in accordance with current government guidelines, ‘Screening, searching and confiscation - Advice for headteachers, school staff and governing bodies.’