



# Behaviour and Discipline Policy

**Review Date: May 2018**

**Next Review Date: May 2019**

# **Wilmington Academy**

## **Behaviour and Discipline Policy & Procedure**

### **1. Policy Statement**

Teachers and students at the academy should work together to establish and maintain a learning and social environment which emphasises positive behaviour, and where care and concern for others are valued. Behaviour management is an integral part of the whole academy curriculum which teaches appropriate and relevant social skills to all students. This enables students to participate fully in the home, academy and local community and prepares them for the responsibilities of adult life in an ethnically diverse society.

### **2. Aims**

The Academy aims to:

- Promote the highest possible degree of consensus about standards of behaviour among staff, students and parents.
- Provide clear guidance to staff, students and parents about standards of behaviour and their application.
- Encourage staff to recognise and praise good behaviour, as well as, deal with inappropriate behaviour and notify parents of successes and problems.
- Develop rewards and sanctions to reinforce positive behaviour and challenge inappropriate behaviour, ensure that rewards and punishments are fairly and consistently applied so that they are appropriate to the situation.
- Promote tolerance and consideration for others regardless of race, creed, gender, perceived ability, age, appearance or disability and develop appropriate strategies to eradicate bullying.
- Ensure the safety and wellbeing of students, members of staff and the general public.
- Allow students to develop and demonstrate positive abilities and attitudes.
- Teach students to have self-control, to take responsibility and be accountable for their own actions and to make the distinction between minor and more serious misbehaviour.
- Teach students to take care of and respect their environment and community.
- Give students every opportunity to take responsibilities and to make a full contribution to improving behaviour in the Academy.

### **3. Roles and Responsibilities**

It is the responsibility of the Governing Body to establish a policy and procedure for behaviour and discipline and to monitor the effects of the procedure. The Governing Body, Principals and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender or sexuality. (They will also ensure that the concerns of students are listened to and appropriately addressed). They will, however, treat disabled students more favourably than non-disabled students in that reasonable adjustments will be made that put them on a more level footing with students without disabilities. They will also ensure that the concerns of students are listened to and appropriately addressed.

It is the responsibility of the **Principal/Associate Principal/Heads of College** to:-

- Encourage and foster acceptable standards of behaviour, good personal relationships and a respect for the individual.

- Address promptly any breaches of good conduct and behaviour, using informal procedures where possible but implementing formal procedures where necessary.

It is the responsibility of all staff to familiarise themselves, and comply, with this policy and procedure in accordance with relevant professional standards. Detailed guidance on the academy's behaviour processes can be found in the staff handbook.

#### Staff should:-

- Be punctual for lessons.
- Ensure that students enter and leave the classroom in an orderly manner.
- Display good classroom management.
- Establish a stimulating learning environment.
- Provide adequate supervision during lessons.
- Mark and return work promptly and regularly in accordance with the Marking and Feedback Policy.
- Be courteous and polite to students and avoid the use of sarcasm or scathing remarks.
- Praise, encourage and reward students wherever possible and consequently encourage appropriate behaviour rather than rely on negative sanctions.
- Make it obvious that each student is of equal importance and that praise, rewards and sanctions are used equitably, and
- Seek further help and guidance from other members of staff and regard this as an appropriate strategy rather than an admission of failure.
- Deal with incidents that occur inside and outside of the classroom.

Staff should recognise that through their own behaviour and manner they will demonstrate and encourage high standards.

#### Students

It is the responsibility of students to develop positive relationships in the academy and demonstrate acceptable standards of behaviour, good personal relationships and a respect for the individual. Students will be expected to take responsibility for their own behaviour and will be made fully aware of the academy policy, procedure and expectations. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

Students should move around the academy in a calm manner and walk on the left, particularly on the stair cases. They should allow all adults to pass through doorway first and hold doors open for them, as well as, for each other.

Behave appropriately and politely when wishing to ask/answer questions e.g. by putting their hands up.

Approaching members of staff in corridors or in the playground in a quiet, sensible manner rather than shouting out.

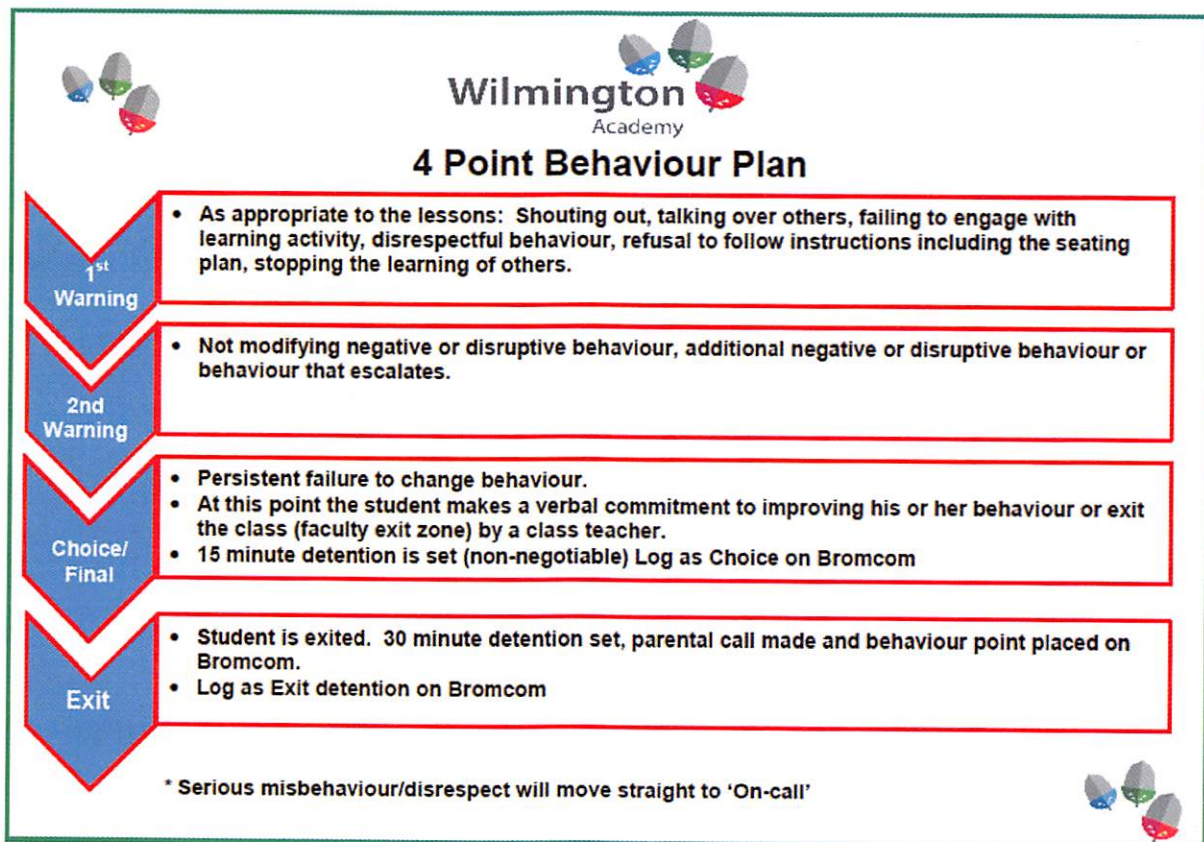
Follow instructions, quickly, quietly and effectively, and wait for the teacher to dismiss the class, not to pack up before the teacher instructs them to do so

The academy works with the Dartford Inclusion Forum and North West Kent Behaviour Service as well as other external agencies as appropriate.

The academy will provide a range of rewards and sanctions that foster good behaviour, including but not exclusively:-

1. Verbal and written praise.
2. Merits, stamps, stickers, certificates, positive points leading to a reward.
3. Positive behaviour report.
4. Celebration events.
5. Phone calls, letters, texts, emails to parents/carers.
6. Warnings and opportunities to correct poor behaviour.
7. Cooling off/reflection time.
8. One-to-one "quiet word."
9. Restorative justice.
10. Detentions.
11. Isolation.
12. Behaviour renew and target setting/report system.
13. Exit and on-call.

The academy has a 4 point Behaviour Strategy which is shown below.



If the measures outlined have no effect, or in cases of dangerous or violent behaviour, then the Principal may decide to exclude the students either for a fixed term or permanently. The academy will follow the Department of Education guidelines on 'Behaviour and Attendance' (Please refer to the attached link).

## **Parent/Carers**

It is the responsibility of parents/carers to support the academy in encouraging and fostering in their children, acceptable standards of behaviour, good personal relationships and a respect for the individual in line with academy policies and the Home School Agreement.

## **4. Monitoring and Review.**

The procedures arising from this policy will be developed by the Principals/Associate Principal/Heads of College in consultation with the staff. The procedures will make clear to the students how acceptable standards of behaviour can be achieved and will have a clear rationale, which is made explicit to staff, students and parents. The procedures will be consistently and fairly applied and promote the idea of personal responsibility with every member of the school having a responsibility towards the whole community.

Standards of behaviour will be kept under review by Senior Leadership Team with regular reporting to the Leigh Academies Trust, the Governing Body and external agencies as applicable.

## **5. Procedures**

The Academy will encourage positive behaviour by:

- Providing a challenging and stimulation learning environment.
- Reinforcing positive behaviour through individual guidance and Student Services Managers.
- Informing parents at the earliest opportunity of successes and behavioural problems and involving them fully in measures to recognise these and where necessary remedy them.
- Liaising with outside agencies to develop strategies to encourage positive behaviour in students.
- Offer the opportunity for individual guidance to students to monitor and review behaviour.
- Motivating students through the content and methods of delivery of the whole school curriculum and expecting high standards from them, and
- Offering appropriate training to meet the needs of teaching and non-teaching staff dealing with behaviour problems.

Wherever a teacher is confronted with examples of inappropriate work and/or behaviour from students in the classroom, the strategies and procedure in the staff handbook should be followed.

## **6. Rewards and Sanctions**

**Catch up Club and After-school detention** – parents /carers will be given 24 hours' notice of the date, reason for and duration of the detention. Students must be supervised for the duration of the detention.

## **7.Important notes on procedures.**

We monitor and take into account:

1. Department for Education Guidance, guidance particularly regarding social inclusion, taking account of any published updates.
2. Students with Special Educational Needs: we observe the SEN Code of Practice. In particular, we make referrals to outside agencies when appropriate, and plan accordingly for the education of the student.

3. The Academy's legal duties in relation to the Equalities Act 2010 in respect of safeguarding, students with Special Educational Needs and all vulnerable students will be considered when making decisions linked to discipline and behaviour.
4. Criminal behaviour may be referred to the police/PCSO.
5. Non-attendance, including leaving the academy site without permission, may be referred to the Behaviour and Attendance Service. Service colleagues support the academy parents in securing improved attendance and will, in some circumstances, prosecute the parents of students whose attendance is unsatisfactory.
6. All sanctions apply to all students. Every attempt will be made to apply sanctions reasonably and fairly.
7. In particular, it should be noted that the decision to impose detentions lies with the academy. We will aim to give 24 hours' notice so that parents have time to make alternative travel arrangements