



*"Striving for Excellence
Opportunity and Success for All"*

BEHAVIOUR & SANCTIONS POLICY

Policy Review Details	
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Policy Approved:	
Committee:	SSC/Pastoral

Redmoor Academy is committed to providing a high quality educational experience for all students. Good behaviour is an essential part of allowing high quality teaching and learning to take place to allow all students to meet their potential.

Links to other policies

This behaviour Policy should not be considered in isolation. Other documents which relate to this policy and are referred to are:

Policies on:

- Anti-Bullying
- Assessment
- Attendance
- Drug and Alcohol Education
- Emotional Health and Well-Being
- Equal Opportunities
- Inclusion
- Safe Guarding
- Monitoring and Evaluation
- Performance Management of Teachers
- SEND
- Teaching and Learning
- Rewards and Sanctions

The procedures for dealing with drug related incidents, racial and sexual harassment, detentions and exclusions, and bullying are contained within this policy under the section on discipline and sanctions.

The Behaviour Policy is based on the following principals:

- Students learn best in an environment where they feel valued, listened to, safe and secure
- Students should show good behaviour and self discipline
- All members of the Academy should develop positive relationships based on mutual respect
- Students will be rewarded for effort and achievement, which will help to secure good behaviour and high standards
- Sanctions will be applied consistently & fairly and proportionate to the behaviour and individual needs of the student
- Early intervention is paramount in dealing with unacceptable behaviour
- Positive parent/carer support is essential

Standards of Behaviour

Redmoor Academy will teach and promote our positive values of good behaviour through:

- Registration and tutor time
- Assemblies
- PSHCE and Moral & Ethics
- All lessons and classroom activities
- Extra-curricular activities including sport

Purpose of the Behaviour Policy

- To ensure a consistent and rigorous approach to the management of student behaviour at Redmoor Academy
- To establish a climate where all members of the school community are both treated with respect and treat others with respect
- To ensure all members of the school community feel safe and valued
- To enable high quality teaching and learning to take place in a positive climate

Rights and Responsibilities

To ensure an orderly climate for teaching and learning it is essential that the rights and responsibilities of the school, students and parents / carers are taken into account.

The School

Redmoor Academy has the right to:

- Enforce the school Behaviour Policy
- Expect students and parents /carers co-operation in maintaining an orderly climate of learning
- Expect students to respect the rights of other students and staff at Redmoor Academy
- Not tolerate abuse or violent behaviour by students / parents / carers
- Be clear about the limits of staff members' disciplinary authority and to engage outside partners, such as Social Services and Police as appropriate

And the responsibility to:

- Ensure consultation on the School Behaviour Policy takes place
- Establish and communicate clearly measures to ensure good order, respect and discipline
- Co-operate and agree appropriate protocols with other schools in the local school partnership for behaviour (HBEP)
- Ensure that staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies as appropriate
- Adhere to the schools Rewards Policy
- Apply sanctions fairly, proportionately and reasonably taking account of each student's individual needs eg SEND, disability and the needs of vulnerable children offering support as appropriate

- Make alternative provision from day 6 for fixed period exclusions and where appropriate to arrange reintegration interviews for parents at the end of a fixed term exclusion
- Ensure student safety and well-being, including preventing bullying and dealing effectively with reports and complaints about bullying
- Ensure that staff model good behaviour
- Promote positive behaviour through active development of students' social, emotional and behavioural skills

Students have the right to:

- Contribute to discussions on the Redmoor Academy Behaviour Policy
- Be taught in a safe environment that is conducive to learning and free from disruption
- Expect appropriate action from school staff to tackle any incidents of bullying, violence, discrimination or harassment

And the responsibility to:

- Follow the instructions of school staff, following the Redmoor Academy rules and accept sanctions when issued
- To act as positive ambassadors for Redmoor Academy at all times
- Not to bring inappropriate, banned or unlawful items into school
- To show respect to all staff, visitors to the school, fellow students, school property and the school environment
- Not to denigrate, harm or bully other students, staff and members of the school community
- To co-operate with and abide by any arrangements put in place to support their behaviour such as Pastoral Support Programmes, Contracts, Flexi Schooling, being hosted at another school, going on a Managed Move to another school and conditions of fixed term exclusions

Parents / Carers have the right to:

- Contribute to the development of the Redmoor Academy Behaviour Policy
- Expect their children to be safe, secure and respected in school
- Appeal to the Principal / Governors', if they believe that the school has exercised its disciplinary authority unreasonably
- Be kept informed about their child's progress, including issues relating to their behaviour
- Be listened to when complaining about the way the school has managed an issue and to receive a fair and prompt response normally within 48 hours
- To appeal against a decision to exclude their child, first to the governing body of the school and then – in cases of permanent exclusion – to an independent appeal panel

And the responsibility to:

- Agree to the terms and conditions of the admission requirements of the school and to sign the Home / School Agreement prior to entry

- Respect the Redmoor Academy Behaviour Policy and the disciplinary authority of Redmoor Academy Staff
- Help ensure that their child follows instructions by school staff and adheres to school rules
- Send their child to school punctually every day, suitably clothed, fed and rested
- Ensure school staff are aware of any SEND-related, medical or other personal factors, which may result in their child displaying poor behaviour or that may hinder their learning

Behaviour Strategies and the Teaching of Good Behaviour

By engaging students more effectively, standards of behaviour improve. This is outlined in the Teaching and Learning Policy which stresses the importance of effective teaching and learning to reduce low level disruption in lesson and around minor incidents of disruptive behaviour escalating into a serious incident. Other strategies which can lead to effective classroom management and improved behaviour include:

- The teacher will make all reasonable attempts to be on time and in the classroom before the students arrive
- 'Meet and greet' at the door and welcome into the classroom
- A neat and tidy classroom with attractive wall displays to create a positive climate for learning
- Seating plan, decided by the teacher
- Resources readily available in the classroom
- Objectives communicated to the student at the start of the lesson
- A carefully planned lesson, which meets the needs of all students
- Administering rewards

Modelling behaviour we expect students to display is essential. It is expected that all members of staff at Redmoor Academy will establish and communicate clearly measures to ensure good order, respect and discipline.

If a member of staff requires support in managing behaviour of a student or group of students. This will be available, in the first instance, from the Head of Department then the Behaviour Support Team or Roaming staff, Pastoral Year Managers and SLT.

Where appropriate, additional help and support may be provided.

To ensure that Redmoor Academy has an ordered climate for learning it is necessary that all policies relating to Behaviour and Teaching and Learning are communicated to all staff (particularly part-time, new and supply staff).

To Facilitate this:

- All new staff to Redmoor Academy will receive, as part of their induction to the school, the Redmoor Academy Behaviour Policy and the systems that operate to ensure an orderly climate of learning in the Staff Handbook. They should expect their line managers to explain how things work to them ideally before coming into contact with

students. AVP Pastoral and behaviour will also make themselves available to offer support if needed

- All staff will receive inset on behaviour management and strategies to improve student behaviour, attitude and motivation
- All supply staff will receive an information pack and Redmoor Academy Behaviour Policy and systems for behaviour management in the Staff Handbook

Students Support Strategies

Redmoor Academy has effective Pastoral, Behavioural and Learning Support Teams, to ensure the needs of all students are met.

The Pastoral support focuses on academic attainment and progress, developing students' social and emotional development as well as their behaviour, both positive and negative.

When necessary, support from external agencies is sought to ensure students are given the appropriate necessary help and advice to 'achieve and succeed'. The agencies with whom we have regular contact include:

- School Nurse
- Education Welfare Officer
- Child and Adolescent Mental Health Service
- Education Psychology Service
- Youth Offending Teams
- YISP
- Social Services
- Student Support Service
- Local Authority
- Local Police
- Alternative education providers
- HBEP
- LEBC

Liaison with Parents / Carers

To ensure effective management of students' behaviour it is essential to have the support of parents and carers. It is essential that parents / carers are kept informed of their child's progress and any behaviour that could prevent a student from making maximum progress at Redmoor Academy. Staff should contact you to inform you of any serious behaviour incidents in lessons that result in Choices and Consequences sanctions being put in place from a C2 up. We will not always inform parents/carers of warnings or C1s for minor incidents. However, parents will receive notifications of any incidents resulting in a C2 upwards.

Reporting to Parents / Carers an Academic Progress

The formal reporting schedule is outlined in the Assessment Policy and includes regular Attitude to Learning Summaries. Regular parent / guardian consultation evenings are outlined in the school calendar. The aims of parent / carers consultation are:

- To enable parent / carers to become aware and understand the aims and objectives of the school and provide information about changes in education
- To provide parents / carers with the opportunity to have access to the school, and teaching staff for the students benefit and facilitate maximum parental contact
- To enable teachers to become aware and understand the student, by providing the teacher with important information relating to student behaviour and performance
- To enable parents / carers to complement and support the work of the school

In addition to the formal consultation events, teachers' should use their professional judgement and invite parents / carers in to discuss issues such as:

- Discipline
- Attendance
- Attitude and effort
- Academic progress
- Reinforcing success and learning difficulties

Positive Contact

Parents / carers should receive information about when their child is doing well. This will create a good working partnership as parent / carers will see that Redmoor Academy has the students' best interests as its focus. This may include telephone calls, postcards, certificates, e-mails, letters and so on.

Contact regarding Attendance and Behaviour

Early intervention and support from parent / carers will have the greatest impact on improving both attendance and behaviour. The staff handbook outlines the system in place to monitor attendance and contacting parents / carers. However, any concerns should be raised with the students tutor in the first instance and then the Year Manager.

Parenting Contracts

Where parents and carers do not co-operate with the school, improvement is minimal. In some instances a parenting contract may be appropriate to offer parents support. Redmoor Academy will not tolerate any abusive or intimidating behaviour from parents / carers, it may be necessary to sign post the parents / carers to appropriate channels for help.

Managing Student Behaviour

To effectively manage student behaviour across the school, everybody needs to be aware of the school policies and procedures, sanctions and rewards. Please ensure the following are displayed in the classrooms and student organiser:

- Student Anti-Bullying Statement
- Choices and Consequences behaviour system
- Rewards
- Classroom Rules

Managing Student Behaviour in the Classroom

Redmoor Academy has high expectations of students in their academic, emotional, behavioural and social development. Any behaviour which disrupts the learning of others or constitutes a breach of the school rules will have clear consequences.

It is the responsibility of all staff to promote and model positive behaviour and all staff will use a range of techniques to affect this. An important principle which underpins any positive correction is that sanctions alone do not cause behaviour to change.

Expectations

The Choices and consequences behaviour system is to be consistently enforced without bias in a calm but firm manner. Behaviour may be corrected by a variety of methods for example 'a look', change of tone, or a silence, direct a question, quiet / public word and a formal verbal warning.

If an incident of poor behaviour occurs or if the Code of Behaviour is infringed staff should insist that it ceases.

General unacceptable behaviour identified in the Choices and Consequences Behaviour system (see Appendix A) and includes a variety of inappropriate behaviours. See examples below:

- Eating in class
- Being noisy
- Arriving late
- Uniform
- Inappropriate language
- Calling out
- Not respecting property of others
- Wasting time
- Disrupting others

Staff should follow the Choices and Consequences Behaviour system (see Appendix A). If a formal warning is given the students name should be written on the board. If the behaviour does not improve or occurs again a C1 will be given and their name written on the board again. On receiving a C2 the student will leave the class to go to another lesson ideally with the Head or second in the Department. This could be for another department and staff are expected to fully support each other.

If the student refuses to Co-operate after being given a C2 or causes further issues in the Head of Departments lesson a C3 will be issued and the student will be collected by Roaming staff or a member of the Behaviour Support Team and complete a period of time normally equivalent to half a school day in isolation. **Isolation** is staffed and students are expected to adhere to its rules eg handing mobile phones in and placing bags in a secure cupboard and having no contact with other students.

Reconciliation

This is a vital part in managing student behaviour and enabling all involved to move forward after incidents including C2s and above. Reconciliation meetings do not have to be formal but should ideally take place before the next lesson. It may be necessary for Heads of Department to support this process. Pastoral staff and SLT links may do so when requested for serious incidents.

Fixed Term Exclusions

Serious incidents will result in C4s and rarely C5 sanctions (Choices and Consequences Behaviour system Appendix A). Serious incidents and persistent disruption may lead to students having to spend time in isolation, being hosted by another local school in agreement with Redmoor Academy or being excluded for a fixed term. Ultimately the Principal will decide if exclusion is the most appropriate sanction and on the length of it.

In regard to all exclusions the school must provide carefully documented evidence of behaviour, actions and steps taken to ensure the student has been offered every opportunity to succeed. The student will be given the opportunity to explain any misdemeanour, and will receive clear instructions and an explanation of the reason for the action taken. The parents / carers will be informed by telephone and in writing, and again they will receive clear instructions and explanations. The nature of the incident will be fully documented and written statements from those students involved should accompany witness reports etc.

All staff will be informed of the exclusion. The exclusion will be recorded with the Behaviour Support Team on SIMS and the Local Authority will be informed of all exclusions. A student must have an exclusion re-admittance meeting before coming back to school. At this meeting the student, parents and readmitting member of SLT and or the relevant Pastoral/Behaviour support team staff member will agree to actions to be taken on the student coming back into school. All parties must sign this exclusion re-admittance contract before the student can come back to school. Redmoor Academy will try to arrange mutually convenient times for these meetings to take place during the school day but ultimately parents and carers will need to make whatever arrangements necessary to attend at the times offered. Parenting Contracts may be issued if appropriate.

In permanently excluding a student it is important that the procedure is formalised. The decision to permanently exclude a student must be taken by the Principal or Assistant taking his place.

For more detailed information on exclusions see the schools Exclusion policy.

Managed Moves

Students who keep getting C4s and end up with several exclusions will be sent on a Managed Move to another school. This is normally for no more than twelve school weeks and is designed to give a student a fresh start in another school. While on a Managed Move a student remains on role at Redmoor Academy if the move works they are taken on role at that school unless in Yr11. If a student is in Yr11 they remain on role at Redmoor but attend the other school. Managed moves are not undertaken lightly and are normally done as an alternative to permanent exclusion and with the full support of parents/carers. If a managed move fails we

may send a student to alternative provision at HBEP (Hinckley and Bosworth Educational Partnership). However, this is a last resort and again is to avoid permanent exclusion. For more information on Exclusions please see the Redmoor Academy Exclusion policy.

The very existence of a behaviour support system which is commonly valued and appropriate often leads to increased self-confidence in staff and as a result less need for its use. The prime objective of this system is to put the undisturbed learning of other students first, as a means of raising expectation and achievement of our students.

High Profile Students

The Behaviour support team will work with the students demonstrating the worst behaviour and will develop strategies for their support using Goodmans and Boxhall profiles with the collaboration of staff, the student and parents. These strategies will be shared with staff to help the student meet our expectations.

Detentions

Teachers have the right to detain students at break times, lunchtime or after school as a sanction for misbehaviour. Detentions, when given must be reasonable and proportionate to the offence.

C1 Detentions

A 10 minute centralised detention. A student can only be detained for a reasonable length of time (approximately no more than 10 mins) to enable them time to eat, drink and use the toilet etc. It is not necessary to inform parents / carers prior to break time detention. The class charts system will allow parents/carers to see that a detention has been issued. C1 detentions are held at break, lunch and immediately after school.

C2 Detentions

At Redmoor Academy a lunchtime detention could be set as a sanction process. A student can only be detained during lunchtime for a reasonable length of time (approx. 20 mins) to enable them time to eat, drink and use the toilet etc. It is not necessary to inform parents / carers prior to lunchtime detentions but we will endeavour to. The class charts system will allow parents/carers to see that a detention has been issued.

After School Detentions

Staff can give after school detentions as a sanction for a C1. Redmoor also has 45 minute Year Manager detention on a Wednesday and 1 hour long SLT detentions on a Thursday. In very rare circumstances it may be necessary for a student to have a Principals detention. These detentions all start at 1500. Redmoor academy does not have to notify parents / carers or have consent for an after school detention but in order to ensure co-operation we will notify for Year manager, SLT and Principles detentions. The class charts system will allow parents/carers to see that a detention has been issued. This is also to ensure parents/carers know where their child is. If a student fails to turn up for a detention, a further more serious detention will be imposed.

Other after school sanctions may be put into place for students who are on Year Manager, Behaviour Support Team and SLT reports if they do not meet targets. These will be discussed with parents/carers on an individually basis. See Redmoor behaviour reports Appendix B. Students on progress reports will be kept after school to complete missing work. A 0 on the report will mean students need to stay for an hour and a 1 will mean students will need to stay for 30 minutes. This is agreed with parents/carers when they go onto report. The class charts system will allow parents/carers to see that a detention has been issued.

If a student walks out of a detention:

- No physical barrier should be put in place to prevent the student from leaving,
- When the student leaves a member of staff should deal with them; the first aim is point out the need to return to the detention (if appropriate); the second aim is to make it clear that the student will be held to account for their action,
- It should be made clear to the remaining students that further action will be taken and the student who left will be held to account for the choices they made,
- If appropriate a further high level sanction should be imposed on the student,

Confiscation

A member of staff may seize, retain or dispose of a student's property if they have the students' authority to do so. It is not lawful to 'snatch' a mobile phone /iPod etc., from a student. As part of Redmoor Academy's disciplinary procedures a student can be asked to hand in a mobile phone / iPod etc., if they are causing disruption during a lesson, or at any other time when it is deemed to be causing a disruption.

If items are not to be returned at the end of the session they must be named and handed to the school office as soon as possible after transaction. Students should be allowed to collect their property at 1500. In some cases it may be necessary for parents / carers to collect their items from the school office. Professional judgement should be used at all times when confiscating items.

Disposal of items should be with the students' agreement, unless it is worthless or possessed illegally.

Any member of staff who suspects a student is in possession of a serious banned item should inform a Pastoral Manager or SLT immediately, e.g. tobacco, a Vape, illegal substance, offensive weapons etc. These will not be returned to anyone but parents/carers and may be handed to the Police as evidence. These items will be placed securely in the school safe. Staff designated by the Principal have the authority to search students and their property. If students refuse to allow this they will have to be sent home to safe guard other staff and students. The Police may be called depending on what is being searched for and parents asked to collect students. A Male staff member will search a male and a female staff member will search a female other gender identities will be asked for their preference. See Drugs and Alcohol policy.

All confiscated property handed to the school office will be recorded and students will be asked to sign when it is returned.

Sanctions will be put in place (see the Choices and Consequences Behaviour system Appendix A).

Continued or unacceptable misbehaviour may lead to:

- Parents / carers invited in to meet with the relevant staff, including Pastoral Manager, Subject Leader, SLT and / or Principal
- Further Sanctions
- Removal of privileges
- Internal isolation
- Flexi schooling agreement
- Enhanced isolation reflective day
- Fixed term exclusion
- Referral to Area Placement Panel
- Governors hearing
- Managed move
- Loss of place at Redmoor via Permanent Exclusion

The schools behaviour Policy, Code of Behaviour, and Consequences also applies when students are travelling to and whilst engaged in activities organised by Redmoor Academy e.g. sporting events, trips and visits. Appropriate action will be taken when the student is next in school.

Choices and Consequences

In the classroom, around school and in tutor time

Staff will use their own strategies to challenge poor behaviour, only using the following programme when a student continues to demonstrate behaviour that distracts from our core purpose of learning.

If a student continues to disrupt the learning environment, a member of staff can use the whole school Choices and Consequences programme at any point.

First
Warning

Choices

Consequences

C1

- *Lack of equipment*
- *Uniform issues*
- *Make up*
- *Inappropriate jewellery*
- *Lateness*
- *Inappropriate language*
- *Inappropriate phone use*
- *Banned items eg chewing gum, deodorant, energy drinks*
- Minor disruption/talking over teacher/lack of work
- Incomplete or no homework

- *Whole school standards detention at break managed by duty staff*
- *Parents informed by tutor if more than three C1's in a week*
- Teacher/department detention for minor disruption/talking over teacher/lack of work persistent no HWK

C2

- Serious disruption
- Arguing with staff or HoD/defiance
- Not following staff instructions

- Moved to another lesson if appropriate
- Parents informed by the member of staff
- Lunch detention - held twice a week managed by Middle Leaders (Tuesday & Thursday)

C3

- Serious incident, stealing
- Bullying
- Swearing at Staff
- Defiance to HoY/SLT
- Truancy
- Failing HOD report
- Possession of smoking paraphernalia

- HoD rings for On Call (Teacher would do this in extreme cases)
- Parents informed and may be invited in for a meeting
- HOY report and detention, isolation if appropriate
- Behaviour workshop with BMT

C4

- Several serious incidents /endangering self or others

- Isolation/Exclusion
- Time in isolation at other schools
- Parents invited in for meeting with SLT/HOY

C5

- Possession of dangerous banned substances
- Violent conduct
- Serious defiance
- SLT report
- Extreme incident
- endangering life
- Repeated number of serious incidents
- Governor's disciplinary committee meeting
- HBEP – managed move
- Parents fully involved
- Extended school provision
- Flexi schooling
- In danger of Permanent Exclusion

Appendix B – Behaviour Report

Please see separate document.