

WILL ADAMS ACADEMY



Behaviour Policy

Date of last review	December 2023
Review cycle	Annually
Policy due for review and approval by Local Governing Body	Autumn Term 2024

Aim

To ensure that all students work to the best of their ability, as members of a well-ordered, hard-working, caring community where students are valued as individuals and treated as young adults.

Introduction

We expect high standards of behaviour from all our students and try very hard to make sure that discipline is based on firmness and fairness. Students who break the Code of Conduct may be asked to do additional work, be put on report, or kept in detention, and for all these we seek parental support as we share the common purpose of trying to achieve the best for our students. Most importantly, we do not tolerate violence, threats of violence, bad language, bullying or abuse.

We aim to provide:

- Appropriate, well-prepared, well delivered and received lessons.
- Challenging experiences in the security of well-ordered classrooms and an atmosphere of student self-discipline.
- Effective behaviour management which supports students to develop good working habits.

We expect:

- Students to conform to the School's Code of Conduct.
- Students to be punctual.
- Students to follow staff expectations with regard to "Respect" within the centre.
- Parents/Carers to support us with this policy and by doing so support their child in achieving their full potential.

We Believe:

- Children and young people want to behave well.
- With the right support and intervention, children and young people can learn to improve their behaviour and manage it well.
- All adults can learn strategies to support young people to improve their behaviour.

We adults can support the children and young people in our school by:

- The quality of our relationships with each other and them.
- The quality of our provision.
- A well-informed understanding of their needs.
- Observation, evidence gathering and analysis – so that our interventions are well informed.
- Working in close partnership with parents and carer.

We believe in:

- Clear and realistic expectations
- Rules
- Routines
- Rewards and consequences
- Fair responses to both negative and positive behaviour

Within the Will Adams Academy students take part in a variety of activities in different situations. We recognise it is important to be very clear about rules and to make students aware of our expectations.

Code of Conduct

1. Your first priority at Will Adams Academy is to learn. Avoid distractions that interfere with your learning.
2. You are here to prepare yourself for a successful future. Be prepared to accept help with that journey alongside making academic progress.
3. Keep hands, feet, and objects to yourself and never intentionally harm another student.
4. Use school-appropriate language and behaviour at all times at the Will Adams Academy while maintaining friendly and courteous behaviour.
5. Be polite and respectful to everyone at the Will Adams Academy, including teachers, support staff, students and visitors.
6. Follow individual teacher instructions, class rules, and expectations at all times.
7. Do not be a bully. We have a zero tolerance of bullying at the Will Adams Academy. If you see someone being bullied, intervene by telling them to stop or immediately report it to a member of the Will Adams Academy team.
8. Do not become a distraction for others. Give every other student the opportunity to maximise their potential. Encourage your peers. You all deserve a successful future when you leave the Will Adams Academy.
9. You won't be a student at Will Adams Academy for a full 5 years. School attendance from the day you start and participation in class are an essential part of preparing you for the future. Regular attendance at Will Adams Academy is necessary for success in a short period of time. All students are encouraged to be present and on time. School attendance is the responsibility of both parents/carers and students.
10. Represent yourself in a manner that you would be proud of in 10 years. You only get one opportunity to get life right. Take advantage of the opportunities you have at school. They will help you be successful throughout your life.

The Role of Staff

It is the responsibility of all staff to:

- Know and follow policies and procedures.
- Ensure students are given appropriate work in accordance with their abilities and student passport information.
- Ensure that all SEND information is accessed and understood. The responsibility is with teachers to seek further information and clarity when needed.
- Ensure that individual strategies which will enable students to manage their own behaviours are adopted in a timely and consistent way.
- Ensure all students are supported and encouraged to reach their full potential.
- Be responsible for Health and Safety.
- Keep parents, carers and stakeholders updated with progress of students.
- Create a calm, creative environment for students to succeed.

Therefore, the following procedures should be followed:

- All staff must use a de-escalation approach in the first instance.
- If a student is not following instructions in a lesson, they must be given a warning to amend their behaviour.
- If the student makes a positive decision and changes their behaviour they should be thanked. If the student continues to display negative behaviour the Will Adams Academy intervention process should be followed without deviance.
- In the case of a serious incident, a serious incident form must be completed on CPOMS with the relevant personnel tagged for actions.
- If a student needs Time Out, please follow Time Out Procedures.

Uniform

Black trousers/skirts, school polo shirt, black jumper/hoodie with school logo should be worn at all times. If a student is not in correct uniform they may be taken home to change or loaned uniform. There will also be a phone call to parents/carers.

Will Adams Academy supply all students with school jumpers. No child will be disadvantaged through the inability to finance school uniform. Will Adams Academy will support where uniform cannot be purchased due to financial constraints. Therefore, arriving in school in the correct uniform is non-negotiable.

Attendance

Students are expected to attend school on a regular daily basis.

Parents/Carers are asked to inform staff about any absences as soon as possible, the morning of the absence at the latest. This is a legal requirement.

Bullying (including Cyber-Bullying)

We do not tolerate bullying. Bullying should never be ignored. All instances of bullying must be recorded and reported, and parents/carers should be informed.

Every instance needs to be addressed with each child involved, giving them the opportunity to take responsibility for their actions, apologising and agreeing to change behaviour.

Children need to be supported to develop age-appropriate level e-literacy to enable them to keep safe online and report cyber-bullying.

Rewards

We work hard to provide a positive experience for students to engage in their education. All students will track their behaviour in their motivational reports and Provision Mapping. Students should have a clear understanding of what is expected of them, both academically and behaviourally.

Feedback will be given to the students verbally, discussed during target setting, and written during the marking of work and writing of targets in the students' books.

At Will Adams Academy we believe that the recording of positive behaviour and subsequent rewards is the most appropriate way of improving behaviour.

All students are given weekly motivational reports. These should be carried at all times inside student planners. At the end of each lesson teachers indicate whether students have displayed a positive or improved attitude towards learning, a neutral attitude towards learning or a negative attitude towards learning.

The accumulation of 5 or more neutral or positive attitudes towards learning in any one day is rewarded with a Gold Coin. These coins are recorded in student planners. The accumulation of 10

Gold Coins leads to an instant reward by the Senior Leadership Team (SLT). Students can choose to 'save' their coins for larger rewards.

The collection of positive attitudes towards learning data is regular and celebrated each week in student assemblies with tutors, teachers and leaders present. Stakeholder schools and parents/carers receive this data and are invited to celebrate student successes. This feedback and positive reinforcement (praise) can also be formal (written reports every term) or informal during telephone conversations with parents/carers and during lessons with the students.

Our policy also provides discreet rewards for students through outings, competition events, after school opportunities and residential. We consider these to be essential learning opportunities not direct rewards for conforming to our high behavioural expectations.

Praise is very important for all children as it provides feedback necessary for them to recognise poor attitudes and improvements in their behaviour. At all times staff will be aware of opportunities to reward good behaviour and work with praise. Some students may be uncomfortable being given praise in front of their peers and staff will be sensitive to this and treat students accordingly:

- Verbal and formal praise
- Symbolic rewards
- Communication with parents and carers to inform them of the behaviour or achievement

Sanctions

Sanctions will be given for inappropriate behaviour in a way which informs the students that their behaviour is unacceptable. Sanctions are most effective if they are given as soon as possible after the inappropriate behaviour has occurred. For a sanction to be effective, it must be something that a student does not want, but under no circumstances must it be in any way physical or psychologically harmful. Sanctions should never embarrass or humiliate a student.

In the case of any damage to buildings or equipment an invoice for repairs or replacement will be sent to parents/carers. A serious incident form must be completed on CPOMS where this is the case, and the Pastoral and Behaviour Team should be alerted together with members of the SLT.

After School Detentions

The school reserves the right to legally detain students after school. Each after school detention is a maximum of 20 minutes. If a student receives detentions which exceed 20 minutes, parents/carers will be given at least 24 hours' notice that their child is being detained and will also be informed of the reasons for the detention. Students will not have their belongings returned to them until the period of the detention is completed.

It is the responsibility of the Behaviour Team to know which students are in detention and manage the detention appropriately.

Serious Incidents

A Serious Incident is considered to be an incident that may include violence, bullying, vandalism, racism, sexism, defiance of a member of staff or in some other way infringing the liberty of others to learn or be safe.

Staff must complete a Serious Incident form and the Behaviour Manager will consult with the SLT regarding an appropriate sanction based on the evidence provided. This could include:

- Fixed Term Exclusion
- Community Service

- Behaviour report
- PSP
- Charge for damage/vandalism.
- Removal to another centre
- Police Intervention

Parents/Carers will be contacted as detailed above. Once the parent/carer has been informed and the student leaves the premises the parent/carer become responsible for that young person.

We will not tolerate verbal abuse of any kind. This includes name calling and/or sexist comments. Sexist comments which discriminate based on sex or behaviour, and/or attitudes that create stereotypes of social roles based on sex are not acceptable. All staff and students are actively encouraged to report this type of behaviour.

Students will be supported and educated to improve this behaviour and appropriate sanctions will be put in place. Student behaviour will be monitored to check for any reoccurrences and sanctions will be escalated if change of this behaviour is not seen.

Reported incidences of sexual violence, sexual harassment, non-consenting sexual activity, the sharing of inappropriate images or up-skirting will result in suspension from the school. Allegations of this type will be taken seriously and dealt with swiftly and appropriately. The Head of School and the Designated Safeguarding Lead will take leading roles in the investigation.

If, following suitable sanction, the Head of School and Governors decide that it is appropriate for the perpetrator of these unacceptable behaviours to return to the school, a risk assessment with conditions will form part of the reintegration agreement. The student will be expected to engage with the school and outside agencies identified to ensure that support is in place to further educate and prevent reoccurrence.

Time Out

Rationale behind the Time Out:

1. To Protect – the most immediate purpose of time out is to separate the offending student from the rest of the class in order to protect their right to learn.
2. To Revoke Membership – time out is a revocation of class membership. In other words, while in time out the student is no longer a contributing member of the class.
3. To Send a Message – time out is a clear message, best learned by the students themselves, that anyone who interferes with learning is not welcome.
4. To Hold Accountable – time out is a means by which students are held accountable. If staff have warned that the student will need time out and the behaviour continues, then it must be enforced.
5. To Replace – time out will replace any need or desire staff have to admonish, lecture, or berate misbehaving students.
6. To Allow for Reflection – all students need time alone to reflect on their mistake. Time Out should be at least 10 minutes before allowing the student to rejoin the class.
7. To Allow for Remorse – time out allows for healthy feelings of regret and contrition to sink in.
8. To Change Behaviour – The overarching purpose of time out is to change behaviour, which happens predictably when the above conditions are met. When misunderstood, however, or stripped of its purpose, time out becomes merely a hollow formality.

Procedures for 'Time Out'

1. Where there is a classroom Teaching Assistant (TA) present, they can be asked to escort the student to 'Time Out' space (centre specific).
2. If there is not a classroom TA present, teaching staff can call for the Behaviour Team to take student to 'Time Out'.
3. Work is supplied for the student and a quiet place to continue with the task is provided. Ideally, this should be in the intervention rooms.
4. If the student is not engaging with the work supplied, then a 10-minute period for reflection is acceptable.
5. The student is supported for reintegration to the classroom by the Behaviour Team.
6. The incident which led to the decision for 'Time Out' should not then be revisited during the lesson by the teacher nor the student.
7. The student should be given the opportunity to engage fully and participate in the lesson as quickly as possible.
8. If behaviour patterns continue and the student is asked to leave the classroom for further 'Time Out' then the same procedure should be followed.
9. If successful reintegration fails, the student should be referred to the Pastoral Manager.
10. If reintegration to the classroom is acceptable then an opportunity for restorative justice with the teacher and the student should take place as soon as viable proceeding the lesson.
11. For all classroom exits the Behaviour Team must ensure the incident is logged with the intervention used. This will be used to analysis behaviours/student patterns and assist with amendments to strategies for the student together with monitoring and evaluation of trends, etc.

Restorative Justice

We believe that children and young people should always be given the opportunity to repair relationships and that they want to do this. The Will Adams Academy adopts a restorative justice approach to help maintain a positive and safe environment where the students can openly communicate and take responsibility for their actions.

Restorative justice conferences will be used as a resolution tool to mediate in appropriate situations and circumstances where negative behaviours or relationships have broken down. Parents/Carers are encouraged to form part of this process as a supportive measure; hence the timings of these meetings will be considered carefully to be as fully inclusive as possible.

All suspensions will be followed by a restorative justice conference as a rigid part of the re-integration process. This will include producing an agreed set of actions and targets presented in a contract for the student to sign.

Should there be any damage of any kind incurred by your child you will be invoiced and expected to incur the cost of the incident.

Physical Intervention Policy

We believe that physical intervention should be the last resort. In the majority of cases de-escalation and diffusion are the appropriate methods of dealing with situations that might result in a threat to the health and safety of any individuals.

On extremely rare occasions it may be appropriate for staff to intervene physically with/between students. These include:

- Injury, or risk of injury, to another student

- Injury, or risk of injury, to a member of staff
- Serious damage to property

Any intervention should be a last resort and be proportionate, reasonable and necessary. All staff have a duty of care to children and young people. If staff take no action, and the outcome is that a child injures themselves, or another, including staff, this could be seen as negligence.

Advice for Staff

Members of staff facing confrontational situations with children or young people are reminded that the following behaviours can either reduce or inflame incidents, and that a brief moment of risk assessment may allow the time to decide on the appropriate action necessary.

Staff are strongly advised not to physically stop young people from leaving any given space. They should give a clear choice and spell out consequences, but unless there is a risk of injury should never block a young person's exit.

- **Remaining Calm** – the ability to try and remain calm and appear relaxed is less likely to provoke. A relaxed posture and a non-threatening (CALM) stance.
- **Awareness of Space** – try to be aware of the space around you and avoid stepping into another individual's personal/intimate space. Try to take a step back outside the circle of danger.
- **Pacing and Chasing** – angry people often pace around in tense situations and staff should try to avoid the temptation to follow as they attempt to help them calm down. This can be counterproductive as it may trigger a chase response and drive the other person away. Where possible, it is preferable for the staff member to stand still, speak calmly, clearly and confidently – or even sit down.
- **Intonation and Use of Voice** - when people are anxious or angry, they tend to talk faster, higher and more loudly. In a potential crisis situation, staff need to speak more slowly, in a lower tone and more quietly.

Help Script

- Connect by using the young person's name
- Recognise and acknowledge child or young person's feelings
- Tell the young person you are there to help: "You talk, and I will listen." Give direction.

Diffusing body language responses

- Social distance
- Sideways stance, step back
- Intermittent eye contact
- Relaxed body posture
- Palms open

Calm Stance

Think of the values of stepping back from a situation, both physically and emotionally:

- Allows a more considered response
- Time to make a 'dynamic' risk assessment and seek assistance
- Allows other person 'take up' time to make their own choices
- Build confidence in children that you are in control – children need to feel that adults are in control.

In the event of a serious incident for example a fight, staff should:

- Give clear and immediate instructions – “stop fighting, stop fighting”
- Send for assistance
- Spell out sanctions
- Remove the ‘fuel’ by clearing the ‘audience’ away
- Be a witness
- Intervene physically if confident and having assessed degree of risk. If not, call for assistance.

Intervention

Students who continue to display challenging behaviours and who do not respond to the Centres' sanctions, may be referred to the SENCO for intervention. These interventions will include:

- Social Skills
- Anger Management
- Self Esteem
- Specific Behaviour Target
- Referral to outside agencies.

Partnership with Parents/Carers

Close involvement of all parents/carers in the education of their child is encouraged at all times. In this respect, all staff continually keep parents/carers informed of the progress of their child on a regular basis through letters, phone calls and meetings.

The school staff will contact and update parents/carers on a regular basis. Both positive and negative aspects of the students' work and behaviour are communicated, with the aim of gaining and encouraging parents/carers' views and co-operation in jointly deciding and implementing an appropriate response.

Parents/Carers are required to attend the following:

- An initial meeting at the school, so they can be informed of all procedures and have an opportunity to meet staff, see around and ask any questions.
- Student progress meetings. Written reports will be made available prior to these meetings. All reintegration meetings following any student exclusion.

More regular meetings may be required to discuss a student's progress and again parents/carers are requested and encouraged to attend these meetings or make appointments as desired.

Monitoring and Evaluation

Weekly behaviour reports from each Centre are sent to the SLT and schools termly reports to schools also include positive behaviour data and records.

Lunchtime Behaviour

All students are expected to stay in school at lunchtime, the same policies and procedures apply. If a student leaves the site at any time, then parents/carers will be notified immediately, and a meeting will be arranged with a member of the leadership team.

Frequently Asked Questions (FAQ)

What happens if you can't prove, without any doubt, what happened in a given incident?

We do not need to do so. Schools are expected to take into account the “balance of probability” as to what has happened, rather than the requirement to prove something “beyond all reasonable doubt” as is the case in a court of law. However, we always try to get as accurate a picture as possible before making any decision.

What happens if the school and a parent/carer disagree about the way to respond to an incident?

The vast majority of parents/carers are very supportive of the school stance, understanding that the school is a specialist provision dealing with a variety of student needs.

We cannot promise that our values and judgements will automatically reflect an individual parent/carer's views – though we do try to make sure that our stance is logical, clearly explained and that we have a consistent rationale that we apply fairly.

The school has the right to impose sanctions without parent/carer consent and – if necessary – will do so to make sure that, within the school context, children are dealt with fairly and consistently. However, we would always prefer to explain the rationale and gain parent/carer support rather than simply state our right to impose any sanction.

Can I refuse a sanction set for my child?

No. The school is legally entitled to set and impose detentions and other permitted sanctions and does not require parent/carer permission to do so. However, if you feel that there is evidence that the school has not considered in making this decision, then we would encourage you to contact the member of staff or senior leader involved.

What do I do if my child is upset by being given a school sanction?

It is very easy to become upset when your child is upset, and to act upon the information that they give you without knowing the full story.

We would recommend that you talk to your child and try to find out what is at the root of their upset. Often, it is worry about your reactions or your disappointment in them. If children are upset that they have a sanction because they feel they have let themselves or you down, then that is a great credit to them – and makes it more likely that any misbehaviour is a “one off”.

If your child is saying that the sanction is unfair, see if they can explain why. As an adult, you may be able to give them the wider perspective that children typically lack. However, if you think that what your child is saying doesn't sound right, then the best thing to do is to contact the school to check whether you have the full picture.

We would strongly recommend that you ask for clarification first, rather than going solely on what your child says to you. Children can be prone to selecting the bits that soften a loved one's anger with them – and this can give you a misleading picture of the situation!

However, there are also occasions when we haven't got the full context of the situation; your help in giving us this extra information means we can make sure we are being as fair as possible to any children involved.

Does my child being given a sanction mean that the school will then view them as a problem or failure?

No. In the same way that parents/carers will pick up on misbehaviour at home, the school picks up misbehaviour at school. We all know that children will test the boundaries, make some poor decisions or let their emotions rule their response on occasion. Growing up and developing the skills to cope successfully with adult life is about learning from these mistakes.

However, where children don't learn from the advice given at home or school, and keep on making the same mistakes, then this will become a more serious concern. The school will then speak to parents/carers about different ways to try to resolve the issues identified.

Does my child being given a sanction mean that parents/carers are at fault?

No. There are very rare cases when a child carries out instructions given by a parent/carer which puts the child into a position where the child is in conflict with the school's ethos. In these situations, the parents/carers are compounding their child's difficulties.

However, the vast majority of misbehaviours are not in this category – but result from the child deciding on a course of action that parents/carers would not condone (and the child knows it too!).

What can parents/carers do to reinforce any sanction given by the school?

Parents/Carers have a huge influence on how their children react to any sanctions given; the messages given by parents/carers at home are very important in terms of the effectiveness of any sanction. Parents/Carers' discussions with their child about the better way to handle a situation and the rationale behind the school's response (plus any sanctions you feel appropriate) are enormously helpful and supportive of your child's good behaviour at school.

Do I have the right to be present if my child is seen by the Head of School?

No. Parents/Carers do not have the right to be present in discussions between any member of staff and a student, including the Head of School. However, the school will often invite parents/carers to join a discussion of concern, or to review progress where issues have been identified and an action plan put into place.

What can I do if I believe that the school's response to an incident is unfair or unreasonable?

As always, if you feel an approach is unfair or unreasonable, then you can write to the Head of School and/or the Local Governing Body asking for a review of the policy.

If you think the sanction given for a particular incident is unfair, for example, not in line with stated school policy, then you can use the informal or formal complaints procedure to make your case.