



The
Portsmouth Academy

BEHAVIOUR AND CULTURE POLICY

Lead Professional: Vice Principal Inclusion

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Rationale

All staff, students and parents/carers have a role in promoting positive behaviour and culture and establishing a learning environment in which teachers can teach and learners can learn. Students have the right to a quality education and to protected from harm. They have to exercise responsibilities in relation to this and the choices they make.

Through a positive approach to behaviour and culture, we help young people develop their sense of responsibility alongside their feelings of self-worth, self-esteem and belonging. We understand that building and maintain student culture cannot be left to chance and that by promoting good social, emotional, moral, and cultural development we empower young people to be ready to 'meet the world.'

This policy considers each student's past experiences, any additional needs and circumstances. We are an Adverse Childhood Experiences (ACEs) aware school. We are a relational and restorative practice school, and both of these approaches are weaved throughout this policy.

It draws on Tom Bennett's (2017) research into how school leaders can optimize behaviour and the commonly found features of successful schools:



Features include:

- committed, highly visible school leaders, with ambitious goals, supported by a strong leadership team
- effectively communicated, realistic, detailed expectations understood clearly by all members of the school
- highly consistent working practices throughout the school
- a clear understanding of what the school culture is 'this is how we do things around here, and these are the values we hold'
- high levels of staff and parental commitment to the school vision and strategies
- high levels of support between leadership and staff, for example, staff training
- attention to detail and thoroughness in the execution of school policies and strategies
- high expectations of all students and staff, and a belief that all students matter equally

Relationships

Relationships are the foundation for maintaining excellent behaviour for learning in the classroom and conduct around the site. All behaviour, positive or negative, is a form of communication. We feel that through an authentic, heartfelt connection with students we are able to best support them with any difficulties involving their behaviour and also to challenge them when they make poor choices. This is enhanced through being a 'Rights Respecting School'.

Our Rights and Responsibilities

All members of the school community have:

- The right to learn and the responsibility to adhere to the 'TPA Way'
- The right to a calm, predictable and respectful community where everyone is committed to looking after the site, the classrooms and one another.
- Helping young people to develop their sense of responsibility to the community is supported through teaching them the 'TPA Way.'

THE TPA WAY – SOCIAL NORMS

I wear the school uniform correctly because I am proud to be part of TPA.

I come to school with the equipment I need so that learning time is not wasted.

I follow the one-way system so that corridors are safe for everyone.

I am always in the right place, at the right time, doing the right thing.

I listen to my teachers so that the culture of the classroom is good for everyone. I go to break with the rest of my key stage and keep the school clean and tidy.

If I disagree, I do it in the right place, at the right time, in the right tone of voice.

I always try to be my best self when it comes to learning and getting on with everyone.

Relational practice model

The underlying premise of relational practice rests with the belief that people will make positive changes when those in position of authority do things With them rather than To them or For them.

According to the social discipline window students require a balance of high levels of CHALLENGE (things like setting limits, boundaries, expectations, clear bottom line and consequences) with high levels of SUPPORT (like encouragement, nurture, compassion, empathy and listening).

Rights, Responsibilities, Promises (Rules) and Routines - The 4 'Rs' Framework

Rights and responsibilities are linked and are the basis on which classroom relationships, teaching and learning are built. All members of the school community have rights and responsibilities. Rules are the mechanism by which rights and responsibilities are translated into adult and student behaviours. Routines underpin and reinforce the classroom and school order and are known as 'standard operating procedures' through which the calm, predictable and respectful environment is built and maintained.

All Staff

- Know and enforce the school rules
- Role model the 'TPA way'
- Prioritise maintaining positive relationships whatever other demands are going on, engaging in quality moments
- Communicate achievements and concerns to students and parents
- Intentionally use warm and open faces and body language, a varied tone of voice and humour to support pupils to regulate and feel safe
- As adults, are aware of their own emotions and request a change of face with a student if required
- Continually seek and engage in professional development

Classroom Staff

- Consistently teach the TPA way
- Develop a positive relationship with students, which includes:
 - Greeting students in the morning / at the starts of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour through non - verbal cues
 - Highlighting and promoting good behaviour
 - Using the Choice, Chance and Consequences system and language consistently and fairly
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low level disruption
 - Using positive reinforcement strategies
 - Attending restorative conversations with students

Teachers can request a 'Call Out' where a students' behaviour is affecting the learning of others and non-verbal cues, or other interventions, have not been successful.

All Students

- Have a clear understanding of the rules, rewards, and consequences
- Aim to develop the appropriate social norms 'The TPA Way'
- Try to seek support when needed

All Parents/Carers

- Work with the school to ensure that their child is ready to learn and behave in such a way that enables others to learn
- Respond to communications home and attend parents' evenings and meetings
- Download the Class Charts app and monitor their child's behaviour, discussing this with them
- Play an active role in supporting the work of the school

Rules

We strongly believe that students need a calm and predictable learning environment in which discipline is seen to be firm but fair. School rules are based on courtesy, common sense, personal safety and are designed to support learning. The highest standards of conduct are expected and the school will deal firmly with students who behave unacceptably or fail to work satisfactorily.

The following core school rules are based on common sense and good practice*:

1. Students are expected to be punctual for school and lessons.
2. No non-school uniform (Coats, jumpers, hoodies) are to be worn in the school buildings. Blazers only.
3. Chewing gum and energy drinks are not allowed.
4. Mobile phones (or any associated equipment such as ear buds) are not allowed. Any items seen will be confiscated and kept securely. *The school will not accept responsibility for personal items lost, or damaged, at school.*
5. Swearing is not allowed.
6. Smoking/vaping is strictly forbidden.
7. Stealing from other students, or staff, is strictly forbidden.
8. Bringing drugs onto site, or anything that could cause harm to another person e.g. a weapon, is strictly forbidden.
9. Causing physical harm to another person is strictly forbidden.
10. Do not vandalise or damage the building.

Students are expected to behave at all times so that they bring credit upon the school. This also refers to travelling to and from school, especially on public transport and on the school buses.

*this list is not exhaustive

Specialist Room/ Science laboratory rules:

1. Never enter the room without the teacher's permission
2. Do not run in the room
3. Coats and bags are to be placed where the teacher instructs
4. Always wear goggles when told to
5. Tie back long hair and wear any professional dress as instructed (i.e. lab coats, aprons)
6. Do not touch gas, water or electrical fittings unless told to do so
7. Never eat or drink
8. Report any chemical spills or accidents to the teacher
9. Wash any chemicals off your hands and clothes immediately
10. Do not touch any equipment that you are not allowed to touch

Rewards

Acknowledging, praising and rewarding positive behaviour encourages the child and reminds others of rules and expectations. Research shows that rewarding the amount of effort given to a task, rather than its outcome, helps to build positive and resilient learners.

Good effort and learning outcomes are encouraged by the awarding of praise, feedback in books and through digital learning, habit points and praise postcards. Praise and rewards are also given in recognition for a positive contribution to school life. Additional rewards might include extra-curricular activities, trips or prizes. Rewards are issued and recorded onto Class Charts.

Additional celebrations happen through year group teams and the use of class accolades.

When things become difficult - Consequences

Students are encouraged to engage in restorative conversations with staff and other students when needed.

When a consequence is needed, this might include focusing on a child's learning plan, what is going well and what is not, speaking to parents, removing barriers, giving a quick time out.

At other times, sanctions are needed to enforce the school rules and lack of compliance with 'The TPA Way'.

Staff will use 'Choice, Chance, Consequence' to frame the expected behaviour:

"Your conduct is not respectful. What rule are you breaking? You have a choice to put it right."

"Now is your chance, take-up time".

"I have given you a choice, and a chance, so now I will issue a consequence".

Negative habit points

- Negative habit points are given as a consequence
- These are tracked by Heads of Year and trigger a follow up e.g. meetings with parents

Detentions

- Poor behaviour *for learning* is tackled via subject-based detentions or other interventions such as parent meetings
- Poor *conduct* is tackled via centrally run detentions

Legal advice: <https://childlawadvice.org.uk/information-pages/discipline-within-school/>

Teachers have the power to issue detention to pupils under 18 years old. A school does not need the consent of a parent before issuing detention. Detention can take place during school hours and in some circumstances outside of school hours.

This includes:

- any school day where the pupil does not have permission to be absent;
- weekends, except the weekend preceding or following the half term break; and
- non-teaching days, usually referred to as 'training days', 'INSET days' or 'non-contact days'.

With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet. School staff should not issue a detention where there is any reasonable concern that doing so would compromise a pupil's safety.

When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- whether the detention is likely to put the pupil at increased risk;
- whether the pupil has known caring responsibilities;
- whether the detention timing conflicts with a medical appointment;
- whether parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after-school detention where the pupil can get home safely; and
- whether suitable travel arrangements can reasonably be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

Removal

Removal is where a student, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a student is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this.

- Students may also be removed from the corridors, canteen, or outside play spaces – in other words removed from the community.
- The use of removal allows for continuation of the student's education in a supervised setting.
- The continuous education provided may differ to the mainstream curriculum but will still be useful for the student.
- Removal from the community is a serious sanction. It will only be used when necessary and once other behavioural strategies in the classroom, or in the community, have been attempted, unless the behaviour is so extreme as to warrant immediate removal.
- Parents will be informed on the same day if their child has been removed from the community.

Removal is used for the following reasons:

- to maintain the safety of all students and to restore stability following an unreasonably high level of disruption;
- to enable disruptive students to be taken to a place where education can be continued in a managed environment; and
- to allow the student to regain calm in a safe space.

Poor conduct is tackled through removal. Students are taken to the reset room where they remain for the rest of the day and for an after-school detention. If they fail to show the conduct expected in the 'reset room' they will fail reset and spend another day in the room, and will be at risk of suspension for not following instructions.

- Community apologies and community service are also used to build empathy during students time in 'reset'.

Truancy

- It is recognised that truancy has a very detrimental effect on an individual child's chances of success as well as on the learning community around them.
- Where students choose not to arrive on time for their lesson, or an adjusted provision that has been tailored to their needs, they will be removed from the community.
- They will stay in the Reset room for the rest of the day and for a same day detention.

Suspension

- In the case of very serious misbehaviour, a suspension may be issued by the Principal (please see section on suspensions for further information).
- Students can also be sent to other schools in the city, as part of the 'alternatives to suspensions' approach.

Record Keeping

- Teachers will record rewards and sanctions on Class Charts in students' behaviour record. They will have a record of positive and negative habit points. These will be shared live with parents through the Class Charts parental app.
- All parents are asked to sign up to the Class Chart and My Ed App which sends an update if a habit point is awarded and also if any behaviour is logged which has incurred a consequence. A secure parent log on will be provided.

Student Support

The school recognises its legal duty under the Equality Act of 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

Suspensions (previously known as Exclusions)

In certain circumstances a fixed-term, internal or permanent suspension from school, the length of which is proportionate to the actions, may be issued by the Principal. These will be issued alongside the development of a robust support plan to support the pupil's return to school. We are committed to working collaboratively with the pupil and parents/carers to ensure a successful reintegration and proactive preventative plan for the future.

Behaviours that may result in suspension include (but are not limited to):

- Unprovoked/highly aggressive physical attack on a pupil or adult.
- Verbal abuse/ threatening behaviour against a pupil or adults.
- Persistent bullying, racism, sexism, homophobia, transphobia or harassment ‘
- Dangerous or irresponsible behaviour’
- Bringing any offensive weapon in to school.
- Bringing alcohol, drugs or drugs paraphernalia into school.
- Theft or vandalism.
- Leaving the site without consent.
- Persistent disruptive behaviour.
- Sexual misconduct.

When suspending a child, we follow the Local Authority (Portsmouth City Council) guidelines. In the absence of the Principal, the Vice Principal may make the decision to suspend, but will make every effort to contact the Principal first. When issuing an alternative to suspension, a pupil may be required to attend another secondary school or TSAT primary school for a fixed time.

Searching

Based on the Department for Education advice for Headteachers, school staff and Governing bodies ‘[Searching, screening and confiscation’ DfE \(Department for Education\) July 2023](#)

The law allows school staff to search a pupil for any item if the pupil agrees. The Principal, Vice Principal or other members of the Leadership Team have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are (but are not limited to):

- Knives or weapons
- Alcohol and or illegal drugs
- Stolen items
- Tobacco, cigarette papers or vape items
- 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 the property of, any person (including the pupil). The Principal / Vice Principal and authorised staff can also search for any item that is banned from the school site.

CCTV

The school uses CCTV to monitor the site and ensure that students are behaving in a safe manner. CCTV is also used to investigate incidents of poor conduct. The school is GDPR compliant in terms of this.

<https://www.tsatrust.org.uk/privacy/>

Physical restraint

In some circumstances, staff who have been trained in positive handling may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents.

Child on child abuse

At The Portsmouth Academy we recognise that even if there are no reported cases of child on child abuse, such abuse may still be taking place and is simply not being reported. Victims, perpetrators and other children affected by child-on-child abuse will be supported sensitively by trained staff. Referrals to outside agencies for bespoke services will be made with the knowledge of the parents of the children. In school ELSA (Emotional Literacy Support Assistant) support can be tailored to provide emotional support for cases of child-on-child abuse.

All staff must be aware that children can abuse other children. This is most likely to include, but may not be limited to:

- Bullying (including cyber bullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm
- Sexual violence such as rape, assault by penetration and sexual assault
- Sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which maybe stand alone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves or to engage in sexual activity with a third party
- Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or harm
- Sharing of nude or semi-nude images (also known as youth produced sexual imagery)
- Initiation/hazing type violence and rituals such as abuse or humiliation used as a way of initiating a person into a group. This may include an online element.
- Abuse in intimate personal relationships

Child on Child abuse can happen both inside and outside of school and online and will be taken seriously.

All staff understand the importance of challenging inappropriate behaviours that are actually abusive in nature. Staff will not downplay certain behaviours, for example, dismissing sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys will be boys”; this can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. This is linked directly to our school safeguarding policy, which can be found on our website.

Working with Parents/Carers

The good relationship that the school has with parents is a vital part of maintaining a high level of appropriate behaviour in school. Clear and supportive communication is important to maintain consistency for the children. To help with this, the school will hold parents’ evenings once a year for pupils. At other times, parents will be contacted by letter, email or by telephone. We strongly encourage parents and carers to discuss any concerns with us rather than posting on social media.

Imposing sanctions for behaviour outside of school

We expect our children to behave in the same exemplary manner out of school as they do in school, upholding our values. Where children behave outside of school in such a way as to bring the school into disrepute, the Principal/Vice Principal will, having considered the evidence, decide on the appropriate course of action. Children who misbehave on the way to or going home from school may be reprimanded by the Principal or Vice Principal, as will children who plan inappropriate behaviour in school and then carry out the behaviour out of school. This may include detentions, suspension from school or reporting the behaviour to the police. This is in line with Government advice - [Behaviour in schools guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/61242/behaviour-in-schools-guidance.pdf).

Malicious Allegations

The Principal will be responsible for dealing with children that make allegations against staff that are untrue. The parents of such children will be informed of the allegation as well as the sanction that the school feels appropriate. When deciding on the sanction the Principal will consider the context, nature, and severity of the allegation, applying the most appropriate sanction from the list.

ARCH – Off Site Provision

The Portsmouth Academy can send their pupils off-site for education to improve the pupil’s behaviour, under [section 29A of the Education Act 2002, introduced by the Education and Skills Act 2008](#). If we choose to direct your child off site we will provide you with the following information in writing:

- the address where the educational provision will be made for your child
- the person your child has to report to when they attend the educational provision
- the number of days they will be directed off-site for
- what the purpose of the off-site direction is – what are the objectives for your child, and
- where two sessions per day are provided, the times it starts in the morning, the time it ends in the afternoon and the timing of the break between the morning and afternoon, or
- where a single session per day is provided, the times the session starts and finishes.

Links with other policies

- Uniform policy
- Exclusions policy
- Safeguarding policy
- Anti bullying guidance
- One to One devices policy
- Mobile phone policy
- [Supporting students with medical conditions at school](#)
- [special educational needs and disability \(SEND\) code of practice.](#)
- [The Equality Act 2010](#)
- [Education \(Independent School Standards\) Regulations 2014;](#)
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online