



The  
Portsmouth Academy

## The Portsmouth Academy Behaviour for Learning Policy

<b>Lead Professional:</b>	<b>Principal</b>
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## Aspire and Achieve



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## 1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how students are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

## 2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

## 3. Definitions

**Misbehaviour** is defined as:

- Lateness to school or to lessons
- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform or equipment

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting

- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette paraphernalia
  - Fireworks
  - Pornographic images
  - Any article a staff member 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 student)

#### 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Homophobic	Homophobic taunts, comments, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

## **5. Roles and responsibilities**

### **5.1 The governing board**

The Academy Advisory Board (AAB) is responsible for monitoring this behaviour policy's effectiveness and holding the Principal to account for its implementation.

### **5.2 The Principal**

The Principal is responsible for reviewing this behaviour policy and the AAB for approving it.

The Principal will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### **5.3 Staff**

Staff are responsible for:

- Applying all school policies consistently and fairly.
- Providing a safe and inspiring learning environment.
- Role modelling the high standards they expect of students including the habits of excellence.
- Communicating achievements and concerns to students and parents.

The senior leadership team will support staff in responding to behaviour incidents.

### **5.4 Parents**

Parents are expected to:

- Be familiar with, and support, all school policies including attendance, and behaviour for learning.
- Keep the school informed of any circumstances which may adversely affect their child's well-being.
- Respond to communications home and attend parents' evenings and meetings.
- Support with home learning through providing a place to study, equipment and materials (financial help is available for families experiencing hardship).

## **6. Student code of conduct**

As a fully accredited thinking school, our aim is to provide an education that promotes the development of habits; recognising that our students will then be better able to cope with the challenges of learning and social interaction.

**We are committed to helping our students to 'make excellence a habit.'**

Students are expected to ASPIRE and this is reinforced through the learning environment; assemblies; tutor time; the personal development curriculum and all interactions with staff members.

- **Attendance**
- **Safety**
- **Preparation**
- **Involvement**
- **Respect**
- **Excellence is a habit**

## **7. Rewards and sanctions**

### **7.1 Rewards**

Excellent behaviour, and the resilience to keep going in the face of adversity, is instilled through the 16 'Habits of Excellence' and awarding 'habit points.'

Good learning and effort is encouraged by the awarding of praise, feedback in books, 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.

### **7.2 Sanctions**

Inappropriate behaviour which contravenes the rules is discouraged through the sanctions process. Sanctions are explicitly laid out in the Behaviour Tariff (Appendix 1) and enable students, staff and parents to see exactly how misbehaviour, or serious misbehaviour, is sanctioned.

**Detentions may be given during the school day (short period at break or lunchtime) without prior notice to parents/carers. Students may also be kept after school for up to 20 minutes without informing parents. This will be logged on the school electronic system. For hour-long detentions, parents/carers will be informed with at least 24 hours' notice via text or telephone.**

### **7.3 Recording rewards and sanctions**

Rewards and sanctions are logged in a student's SIMS record under behaviour management. Most inappropriate behaviours incur the loss of a habit point.

All parents are asked to sign up to the My Ed App which sends an update if a habit point is awarded and also if any behaviour is logged which has incurred a sanction.

### **7.4 Monitoring behaviour and providing support**

Tutors and Heads of Year monitor behaviour and, should a student present with continued poor behaviour or attitude, provide the first waves of intervention in the form of tutor reports; parental meetings and mentoring. A student may be referred to a Behaviour Support Officer for additional in-depth mentoring including a Personal Support Plan. Following this, senior staff may be involved in meeting with parents and monitoring behaviour.

### **7.5 Exclusion**

**The Principal may exclude any student on account of inappropriate, unsafe or dangerous behaviour.**

Reciprocal and fixed term exclusions are used to set firm and non-negotiable boundaries for unacceptable and serious misbehaviours. Only the Principal will authorise fixed-term exclusion. A member of the Senior Leadership Team can authorise a reciprocal exclusion (placement in an alternative school's isolation room for a fixed period).

Parents/carers will always be informed in writing of any fixed term exclusion, and a meeting arranged for re-integration. Notes of this meeting will be made and kept on the student's file and are available for parents should they wish to have a record.

In the event of a reciprocal exclusion to another school, parents will be informed by telephone giving details of the venue, length of exclusion and confirmation of travel arrangements. Learning tasks are given to the student to complete whilst they are there and collected by the Behaviour Support Officers. Further information on exclusions can be found in the TPA Exclusion Policy.

### **7.6 Off-site behaviour**

Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip, or on the bus on the way to or from school.

## 7.7 Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Principal will discipline the student in accordance with this policy.

Please refer to our statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The Principal will also consider the pastoral needs of staff accused of misconduct.

## 8. Behaviour management

### 8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display 'ASPIRE' and reinforce these core expectations
- 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 in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

Where behaviour does not meet the expected standards, all teaching and support staff are expected to challenge it using the behaviour tariff.

'Call Out' is used where a students' behaviour is seriously affecting the learning of other students and attempts to curtail their behaviour have been unsuccessful. See Appendix X.

### 8.2 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 amount 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

### **8.3 Confiscation**

**Any prohibited items (listed in section 3) found in students' possession will be confiscated.** These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

Searching and screening students is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### **8.4 Student support**

The school recognises its legal duty under the Equality Act 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.

The school's special educational needs co-ordinator evaluates students who exhibit challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice is sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we liaise with external agencies and plan support programmes for that child. We also work with parents to create the plan and review it on a regular basis.

Team Around a Child (TAC) meetings are held in school to ensure that all teachers are briefed on the needs of children who find meeting the behavioural expectations of the school a challenge and suitable strategies highlighted and discussed.

### **9. Student transition**

To ensure a smooth transition to Year 7, Year 6 students have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those students transferring to other schools.

### **10. Training**

Our staff are provided with training on managing behaviour as part of their induction process.

Behaviour management also forms part of continuing professional development.

A staff training log can be found as part of our CPD records.

### **11. Monitoring arrangements**

This behaviour policy will be reviewed by the Principal every two years. At each review, the policy will be approved by the AAB.

Staff and student surveys will be regularly undertaken in order to monitor behaviour standards.

Behaviour of students will be recorded through systems associated with both rewards and sanctions and can be requested by parents/carers at any time.

### **12. Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-bullying policy

## **Appendix 1: written statement of behaviour principles**

Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others

All students, staff and visitors are free from any form of discrimination

Staff and volunteers set an excellent example to students at all times

Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy

The behaviour policy is understood by students and staff

The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions

Pupils are helped to take responsibility for their actions

Families are involved in behaviour incidents to foster good relationships between the school and students' home life

**The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.**

## **Appendix 2: ROLES AND RESPONSIBILITIES**

### **Governors (Academy Advisory Board - AAB) will:**

- Ensure that school policies support and challenge every student to achieve their very best and are applied consistently and fairly.
- Evaluate the use of funding received by the school to improve student outcomes.
- Visit the school, and meet regularly, to carry out their functions.
- Provide support and challenge to the school's senior leadership team.
- Meet all of their legal duties in relation to governance.

### **Tutors, teachers and support staff will:**

- Apply all school policies consistently and fairly.
- Provide a safe and inspiring learning environment.
- Role model the high standards they expect of students including the habits of excellence.
- Communicate achievements and concerns to students and parents.

### **Parents and carers will:**

- Be familiar with, and support, all school policies including attendance, and behaviour for learning.
- Keep the school informed of any circumstances which may adversely affect their child's well-being.
- Respond to communications home and attend parents' evenings and meetings.
- Support with home learning through providing a place to study, equipment and materials (financial help is available for families experiencing hardship).

## **Students will ASPIRE.**

## Appendix 3 Habits and Routines

Students are explicitly taught the expected habits and routines as part of their induction to school.

### 1. Before and after school

- Students must be respectful to themselves and others on the way to and from school, demonstrating exemplary behaviour as ambassadors for TPA.
- Students must wear the correct uniform at all times
- Students must arrive promptly by 8.40am and report to assembly line up or tutor base.
- Students must refrain from using their mobile phones until they have left the school site

### 2. Assemblies

- Assembly is a time for reflection and for some individuals may carry a spiritual significance; therefore students should line up beforehand in tutor groups and enter and leave in silence and show personal respect and tolerance for others.
- Students should sit in tutor groups in main school assembly, in alphabetical order, facing the stage and as directed by staff.
- Students should be respectful to those delivering assemblies and contribute where appropriate. This includes applauding the presenter(s) at the end.

### 3. Break/Lunch

- Students should eat in the Dining Hall or outside if weather permits, in the designated areas. No food or drink (except water) may be consumed in classrooms or corridors.
- Year 7s will line up at the end of break and lunch in tutor groups on the field, in order to be ready for the lesson ahead.

### 4. Lessons

- Students should arrive on time and follow the classroom entry routine.
- Students should follow instructions and be ready to complete the Thinker's Key or appropriate activity.
- During the register, students should remain silent and respectful.
- During lessons, students should be ready to learn, respectful of themselves and others and demonstrate safe behaviour.
- If a student contravenes the expected behaviour, the teacher will address this through the behaviour tariff.
- Students should complete all home learning and coursework that is set and adhere to the deadline for completion. It is each student's responsibility to check 'Show my Homework' daily for any home learning task. An extension can only be given for specific and genuine reasons and at the discretion of the subject teacher.

### 5. Uniform / Dress Code

- Students should ensure that they follow the uniform dress code, as outlined on the TPA website <https://www.theportsmouthacademy.org.uk/parental-information/uniform/>, and respect their appearance.
- If a student is dressed inappropriately, they will be offered some uniform to borrow or sent home to change.
- Students must attend formal exams dressed in the correct school uniform or the school retains the right to stop them from sitting the exam.

## **6. Movement around school.**

Students will:

- Keep to the left and in single file, taking extra care on stairs.
- Queue in single file.
- Use the 'Up' and 'Down' stairs
- Enter rooms quickly to avoid congestion in corridors.
- Be quiet around all areas and particularly in reception.
- Go promptly to lessons.
- Only leave lessons with permission/corridor pass.
- Stay in designated areas at break and lunch times.

## **7. Care of the Environment**

- Students will respect the environment, and dispose of litter responsibly including using the recycling facilities.

## Appendix 4: Letters to parents about student behaviour for Tutors and Heads of Year – templates

### First behaviour letter

Date:

Dear parent/carer,

Recently, your child, \_\_\_\_\_, has not been behaving as well in school as they could.

It is important that your child understands the need to follow our student code of conduct, and I would appreciate it if you could discuss their behaviour with them. I attach a copy of their behaviour record as a basis for your discussion.

I will be placing your child on report to me in order to monitor their behaviour.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

A copy of this letter has been placed on your child's file.

Yours sincerely,

Name:

Position:

## Second behaviour letter

Dear parent/carer,

Following my previous letter regarding the behaviour of \_\_\_\_\_, I am sorry to say that they are still struggling to adhere to our student code of conduct.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward. Please contact the school to arrange this.

A copy of this letter has been placed on your child's file.

Yours sincerely,

Name:

Position:

**Appendix 5 Behaviour Tariff**

**Behaviour Tariff – (Please note that all students start the year with 10 habit points)**

**All behaviour beyond B0 to be logged on SIMS which will automatically record a negative habit point – Note: this list is not exhaustive**

	100% Everybody		CLT/HoY	HOY/BSOs/SSM/SLT	
	B0 Restoration	B1 Minor	B2 Moderate	B3 Significant risk	B4 High risk
Behaviour	<p>Positively reinforce rules and expectations re:</p> <ol style="list-style-type: none"> <li>1. Wearing outdoor coat into building</li> <li>2. Chewing gum</li> <li>3. Not using up and down stairs</li> <li>4. Not walking on the left.</li> <li>5. Talking over the teacher</li> <li>6. Dropping litter</li> <li>7. Eating and drinking in the corridors/classrooms</li> <li>8. Talking during assembly</li> <li>9. Lining up poorly i.e. slouching/turning around etc.</li> </ol> <p>Habit points drop below 0</p>	<ol style="list-style-type: none"> <li>1. Lack of equipment</li> <li>2. No PE Kit</li> <li>3. Uniform infringement</li> <li>4. Use of mobile device</li> <li>5. Jewellery infringement</li> <li>6. Bringing chewing gum /energy drinks into school.</li> <li>7. Lateness to school</li> <li>8. Lateness to tutor/lessons</li> <li>9. Talking over the teacher or other students</li> <li>10. Little participation in learning in lessons/tutor</li> <li>11. No homework</li> <li>12. Poor presentation/graffiti on books</li> <li>13. Swearing in conversation</li> <li>14. Repetition of B0 behaviour</li> </ol>	<ol style="list-style-type: none"> <li>1. Refusal to follow rules/arguing</li> <li>2. Walking out of lessons or tutor time/truancy</li> <li>3. Swearing at staff, or swearing about the school</li> <li>4. Continuation of B1 behaviour to a point that is highly disruptive to learning</li> <li>5. Inappropriate use of mobile device in lessons or tutor time and refusal to hand over</li> </ol>	<ol style="list-style-type: none"> <li>1. Play fighting/Fighting</li> <li>2. Unsafe or inappropriate behaviour at break or lunch</li> <li>3. Sustained bullying of others</li> <li>4. Damaging the reputation of the school</li> <li>5. Discriminatory comments</li> <li>6. Complete and continued defiance leading to highly negative habit points (-30+)</li> </ol>	<ol style="list-style-type: none"> <li>1. Assault on peer</li> <li>2. Assault on member of staff</li> <li>3. Drugs/smoking paraphernalia</li> <li>4. Inappropriate sexual material/comments</li> <li>5. Weapons – dangerous objects</li> <li>6. Damage to school or staff property</li> <li>7. Malicious allegations against staff</li> <li>8. Theft</li> </ol>
Consequences	<p>1 - 9 Allow time for student to make the right choices and praise with, 'Thank you'.</p> <p>If you believe that this is repeated behaviour – this becomes B1, and needs to be logged on SIMS.</p> <p>Most corridor behaviour can be managed this way with all staff challenging students to be 100% compliant.</p> <p>Tutor sends standard letter home stating reasons for drop below 0 and potential consequences.</p>	<ol style="list-style-type: none"> <li>1. Standard letter home</li> <li>2. DT with PE at break/lunch</li> <li>3. Standard letter home</li> <li>4. Confiscation and returned at 3:20pm</li> <li>5. Confiscation and returned at 3:20pm</li> <li>6. Confiscation and disposal</li> <li>7. 30 minute DT</li> <li>8. 30 minute DT (lessons – log number of minutes on SIMS-tracked centrally)</li> <li>9. Reprimand</li> <li>10. Reprimand and standard letter home</li> <li>11. Standard letter home, expectation that homework is completed with parental support. (NB KS3 can attend homework club after school if help is needed.)</li> <li>12. Highlight book and set the standard</li> <li>13. Reprimand</li> <li>14. Log on SIMS</li> </ol>	<p>If an immediate sanction is required because learning is affected and CLT/HOY cannot attend to the matter due to teaching commitments – teacher uses Call out. BSO may utilise parking or if possible return to class and host a restorative conversation with staff and other students if appropriate.</p> <p>Behaviours 1-5 result in a 30 minute Lunchtime Centralised DT with middle leaders on rotation either Tuesday or Friday.</p>	<p>Full investigation followed by:</p> <ul style="list-style-type: none"> <li>• Call-out and ISO for the day, or following day, or CDT</li> <li>• Community service</li> <li>• AE</li> <li>• FTE</li> </ul>	<p>Full investigation followed by:</p> <ul style="list-style-type: none"> <li>• Call-out and ISO for X day(s)</li> <li>• Community service</li> <li>• AE</li> <li>• FTE</li> <li>• PX</li> </ul>
Staff follow up	<ul style="list-style-type: none"> <li>• All staff + tutors and HOY re habit points</li> <li>• Praise students if they make the right choice</li> <li>• Praise students if habit points begin to build back up</li> </ul>	<ul style="list-style-type: none"> <li>• Log on SIMS</li> <li>• Call home if behaviour is repeated and/or consequences are not completed and record call on SIMS for HOY/CLT to be aware.</li> </ul>	<ul style="list-style-type: none"> <li>• Log on SIMS</li> <li>• Teacher/CLT to meet with parents if behaviour is repeated. Record meeting on proforma and upload to SIMS.</li> <li>• Removal from extra-curricular activities</li> </ul>	<ul style="list-style-type: none"> <li>• Log on SIMS</li> <li>• HoY/BSO/SSM/SLT to inform/meet with parents. Record meeting on proforma and upload to SIMS.</li> <li>• Removal from extra-curricular activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Log on SIMS</li> <li>• HoY/SSM/AP/VP/Principal to meet with parents. Record meeting on proforma and upload to SIMS</li> <li>• Removal from extra-curricular activities.</li> </ul>
Support	<ul style="list-style-type: none"> <li>• Teaching of the rules via PD lessons</li> <li>• Assembly reinforcement</li> <li>• Habit point promotion by tutors and student leadership team/House Champions</li> <li>• Reward trips</li> </ul>	<ul style="list-style-type: none"> <li>• Check seating plans</li> <li>• Check differentiation</li> <li>• Targeted praise to build relationship</li> <li>• MtRC report to Tutor (initiated by BSOs)</li> </ul>	<ul style="list-style-type: none"> <li>• Revise seating plan</li> <li>• Check differentiation</li> <li>• SIMS subject report</li> <li>• Community service</li> </ul>	<ul style="list-style-type: none"> <li>• Tutor/BSO/HoY/MtRC or SIMS report</li> <li>• PSPs</li> <li>• Mentoring (internal/external)</li> <li>• External agency support</li> </ul>	<ul style="list-style-type: none"> <li>• SLT report</li> <li>• PSP</li> <li>• Mentoring (internal/external)</li> <li>• Alternative provision</li> <li>• External agency support</li> </ul>

## Appendix 6: Call out Flow map

