



THE ACADEMY OF
ST NICHOLAS

Behaviour Policy

A Restorative Practice Academy

Review Period	Annually
Person Responsible for Policy	Headteacher
Governing Committee	LGB
Date of Governor Approval	January 2020
Date for Review	January 2021

The Academy of St. Nicholas' Behaviour Policy

Introduction

The Academy of St Nicholas is a Restorative Practice academy and at its core concentrates on building positive relationships within the community. The guiding principle that underpins The Academy of St Nicholas' approach to student behaviour is that appropriate attitudes for learning are built on these positive relationships amongst all members of our school community. The quality of relationships at the academy is vital in order to create a purposeful learning culture.

Students are asked to take responsibility for their own behaviour and the choices that they make. Students are expected to manage their own behaviour and they are asked to show their **Personal Best** in all that they do. Students have a responsibility to model positive behaviour for others in the academy community and beyond. We believe the moment our students are wearing their Academy uniform they are representing our values, standards and expectations wherever they are.

We believe passionately in the power of praise and recognition as a key tool to motivate and encourage a growth mind-set. We use Class Charts as the driving force to record, monitor and inform students, staff and parents of positive practice in the Academy. Restorative approaches are implemented to build relationships, used to moderate and to raise awareness of acceptable behaviours which will enable everyone to learn and thrive. As a Christian academy each child is treated and valued as an individual with their own specific needs and talents.

Multi-agency referrals and assessments are commissioned to identify and meet the needs of students who display persistent, disruptive behaviour; school moves, managed move referrals and Permanent Move provision are utilised as appropriate (in accordance with Local Authority guidance).

The aim of the Academy Behaviour Policy is that learning is the forefront in all aspects of academy life. All members of our community will be rewarded for their positive contribution to Academy life. Together we will show our **Personal Best and accept No Excuses**.

- Our approach is fostered in classrooms and around the academy by promoting our ethos of a calm and purposeful environment;
- When inappropriate student behaviour is displayed, restorative practices are used effectively.
- Staff are supported and systems are in place enabling a consistent, fair and transparent process to be applied.
- There is a proactive approach of sharing information, between staff to ensure that all are fully aware of any barriers to learning for students;
- Internal and external expertise are sought allowing for a coordinated approach to be initiated and a key avenue of support are identified for students and staff where necessary.

This policy should be read in conjunction with the academy's other policies.

Refer to guidance documentation at <http://www.education.gov.uk/schools/pupilsupport/behaviour/>

***Definition of Parents – DFE Advice on School Attendance**

A parent means:

- All natural parents, whether they are married or not;
- Any person who has parental responsibility for a child or young person; and,
- Any person who has care of a child or young person i.e. lives with and looks after the child.

Roles, Rights and Responsibilities

The Academy of St Nicholas is a restorative school and believes that all members of our community have a role to play in ensuring relationships are positive and Student Behaviour meets the high standards and expectations that are set. All members of our community are expected to demonstrate their **Personal Best and accept No Excuses**.

The Local Governing Body will:

- establish, in consultation with the Headteacher, staff and parents, a policy for the promotion of positive behaviour and keep it under review;
- ensure that the policy is communicated to pupils and parents/carers, is non-discriminatory and the expectations are clear;
- Governors will support the academy in maintaining high standards of behaviour of pupils and staff.

The Headteacher and Senior Staff will:

- ensure the whole school community is consulted about the principles of the academy's Behaviour policy;
- work with all members of the school community to ensure high standards of behaviour at all times;
- be responsible for the communication, implementation and day-to-day management of the policy, guidelines and procedures;
- make clear the school's statutory power to discipline pupils;
- expect pupils' and parents' cooperation in promoting an outstanding climate for learning;
- cooperate and agree appropriate protocols that are in the best interests of the Academy involving requirements of external bodies where appropriate including fair access panel and in year transfer allocations.
- expect pupils to respect the rights of other pupils and adults in the school;
- ensure the academy's Behaviour policy does not discriminate against any pupil on, grounds of race, disability, sexual orientation or gender assignment and that it promotes good relations between different communities;
- not tolerate violence, threatening behaviour or abuse by pupils or parents. If a parent does not behave himself/herself properly, the academy may ban them from the school premises and, if the parent continues to cause nuisance or disturbance, they may be liable to prosecution;
- take firm action against pupils who harass or denigrate teachers or other school staff on or off premises; engaging external support services, including the police, as appropriate;
- ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on restorative practice;
- support, praise and, as appropriate, reward students for their positive behaviour;
- apply sanctions fairly, consistently, proportionately and reasonably – taking account of SEND and the needs of vulnerable children, and offering support as appropriate;
- take all reasonable measures to protect the safety and well-being of staff and pupils, including preventing all forms of bullying and dealing effectively with reports and complaints about bullying including cyber bullying;
- ensure staff model positive behaviour and never denigrate pupils or colleagues;
- promote positive behaviour through active development of students' social, intellectual, emotional and behavioural skills;
- keep parents/carers informed of their child's behaviour, using appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities;
- Work with other agencies to promote community cohesion and safety.
- make alternative provision from day six for fixed-period excluded pupils, and where appropriate to arrange reintegration interviews for parents at the end of a fixed-period exclusion;

All Staff in the Academy will:

- behave in a restorative manner in towards all members of the Academy
- be able to contribute to the development of the academy's Behaviour policy
- ensure that teaching and learning is engaging, challenging, and meets the needs of students;
- ensure that all pupils receive a broad, balanced and stimulating curriculum at the appropriate level, using suitable materials;
- be responsible for ensuring that the policy and associated guidelines and procedures are followed and consistently and fairly applied;

- Challenge inappropriate/unacceptable behaviour and take ownership of the restorative process to resolve issues in the classroom
- Inform Form Tutors/Heads of Department/Heads of Year and Senior Staff accordingly, using appropriate reporting procedures;
- have the responsibility, both in the classroom and around the school, for maintaining the high quality learning environment which encourages positive behaviour;
- support, praise and, as appropriate, reward every student's positive behaviour including using agreed school procedures regularly and consistently;
- apply sanctions fairly, consistently, proportionately and reasonably – taking account of SEND and the needs of vulnerable children, and offering support as appropriate;
- work closely with parents/carers to maintain high standards of behaviour;
- ensure that lessons start and end on time;
- ensure that students are emotionally and physically safe in school;
- make explicit, in a constructive and positive way, what behaviour is expected of students and what is unacceptable;
- be an outstanding role model in the Academy;
- ensure that the concerns of students are listened to, and appropriately addressed;
- keep parents/carers informed of their child's behaviour, use appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities;
- contribute ideas and recommendations to senior leadership on the effectiveness of the policy and procedures.

Students will engage with and understand the importance of demonstrating their Personal Best and accepting No Excuses by:

- engaging with all aspects of the academy in an acceptable manner;
- being made fully aware of the academy's policy, procedure and expectations;
- taking responsibility for their own behaviour;
- monitoring their own attitude to learning through their personal Class Charts account
- following reasonable instructions by school staff, obeying school expectations and accept sanctions in an appropriate way;
- attending school, being punctual, wearing full school uniform, being organised and having the appropriate equipment (including their Student Planner) for lessons;
- having ambition and demonstrating resilience by trying their best at all times, taking pride in their work, valuing education and developing a love for learning;
- being taught in environments that are safe, conducive to learning and free from disruption;
- taking responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour;
- showing respect, compassion, care and consideration to others;
- listening when teachers and others are talking;
- following the school's expectations and procedures;
- engaging proactively in Restorative Practice
- acting as positive ambassadors for the school when off school premises;
- accepting appropriate action from the school to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment;
- not bring inappropriate or unlawful items to school;
- showing respect to school staff, fellow pupils, school property and the school environment;
- never harming or bullying members of our academy community;

Parents/Carers will:

- be expected, encouraged and supported to take responsibility for the behaviour of their child both inside and outside of the Academy;
- be able to contribute to the development of the academy's Behaviour policy;
- respect the academy's policy and the disciplinary authority of school staff;
- ensure that their child attends school (with a minimum expectation of 97%) and arrives on time;
- be kept informed about their child's progress, including issues relating to their behaviour;
- ensure that their child wears full school uniform and has the correct equipment including a Student

Planner for all of their lessons;

- expect their child to be safe, secure and respected in school;
- contact the school if their child is absent (each day) or late;
- help ensure that their child follows all instructions by school staff and adheres to academy standards and expectations;
- engage with Restorative Practice to cultivate positive home-academy relationships
- support the academy if sanctions are applied to their child for inappropriate or unacceptable behaviour;
- ensure academy staff are aware of any SEND-related or other personal factors which may result in their child displaying behaviours outside the norm;
- have any issue raised about their child being bullied taken seriously by the academy and investigated as part of the Academy's restorative processes;
- be prepared to attend meetings and work with the academy, if requested, to discuss and support their child's behaviour;
- adhere to the terms of Home-Academy Agreement relating to their child's behaviour.

Student attitude to learning (classroom)

Students are required to show their **Personal Best** in all lessons. Staff will demonstrate good practice in order to maintain an atmosphere in which good to outstanding teaching and learning can take place. Positive student behaviour depends above all on establishing appropriate relationships with students and young people. Staff must take the initiative to establish relationships and if we act in a consistent and positive way, so will the vast majority of students.

As adults we adopt a restorative practice culture with a positive regard for all students and parents. We will create a positive climate with realistic expectations, giving first attention to high quality attitudes to learning. Staff are reminded that they should act as a welcoming figure but be willing to show students where the boundaries of acceptable student conduct are. If staff display this restorative approach in both words and actions we will build our positive relationships further within the Academy.

Staff are expected to:

- ✓ greet students at each lesson
- ✓ set a DO NOW task
- ✓ give first attention to high quality attitudes to learning (Class Charts);
- ✓ have clear and specific ROUTINES;
- ✓ display CONSISTENCY with restorative questions;
- ✓ conduct RESTORATIVE PRACTICE interventions where necessary

Students are expected to:

- ✓ Accept the CHANCE they are given to learn each lesson
- ✓ Make the right CHOICES when it comes to their learning
- ✓ Have equipment out on their desk
- ✓ Listen to others and not talk over people
- ✓ Follow guidance they are given from any member of staff
- ✓ Take responsibility of their actions and RESOLVE any issues that arise

Student behaviour (around and outside of the academy)

Students are expected to demonstrate their **Personal Best** around the academy at all times and show respect towards the learning of others and daily operations of the academy. All staff members are expected to calmly challenge students that are not meeting standards and expectations; give chances to make the right choices and engage in the restorative process as required.

Students must travel to and from the academy wearing the full academy uniform. When in uniform ALL students are deemed to be representing the academy. The governing body and the Head of School expect students and parents to refrain from acting in such a way as to bring the academy into disrepute or endangering themselves and/or others. Any such conduct may lead to disciplinary action.

Whilst representing the academy, either formally or during extra-curricular activities, we expect students and staff members to be positive role models, ensuring that the academy is not brought into disrepute or endangering themselves or others. Students who choose to behave inappropriately whilst representing the academy may be subject to appropriate sanctions and parents will be informed and expected to support the academy's decision. The Academy will always endeavor to support the resolution of any issues through restorative practice procedures.

Any students are expected to represent the academy in a positive light in the digital world. Students should conduct themselves over the internet and particularly social media in such a manner that the academy is not brought into disrepute and the well-being of staff and students is protected. Parents/Carers of students on roll at the Academy are also required to refrain from producing any negative content online in such a manner that the academy is not brought into disrepute and the well-being of staff and students is protected. The academy will respond appropriately to incidents of unacceptable behaviour or bullying online. Any such behaviour may lead to disciplinary action.

In general, students are required to take responsibility for their own actions and will be made consistently aware of the academy's standards and expectations. Students have a responsibility to behave appropriately at all times as they are members of the Academy of St Nicholas and we always try our **Personal Best and accept No Excuses**

Personal Best. No Excuses

We always try our **Personal Best and accept No Excuses** is consistently reinforced and the staff model the ethos with each other and with the students. The academy addresses all students personal development in specific timetabled lessons, form time and general curriculum, where pupils learn the skills of self-awareness, self-regulation, motivation and empathy as well as additional social skills. Students are provided with consistent positive reinforcement and specific recognition when they demonstrate their **Personal Best**.

The use of Tutor Times in the morning four days a week in addition to personal development time within lessons reinforces opportunities to practice skills needed to develop positive relationships. Restorative Practice is at the forefront of the Academy's personal development strategy. Through Tutor Time and the curriculum the fundamental rights of all those in school are also reinforced. Teachers and other adults adopt a positive and empathetic manner when responding to students and to each other. Rewards are given consistently, celebrating individual and peer success across the Academy.

Rewards Policy and Class Charts

The Academy of St Nicholas' ethos of **Personal Best** is central to the promotion of our high standards and expectations of students. Rewards are an integral facet to the Academy's culture. It is important that students are recognised when their attitude to learning is positive and they are achieving their **Personal Best**. Rewards are more effective than punishments and The Academy of St Nicholas promotes an ethos of celebrating success at every opportunity. Rewards will be recorded on Class Charts by ALL staff and operate with a clear policy of equal opportunities for all. This is the primary resource for recognising positive attitudes to learning and for staff to award achievement points (personal best points).

It is essential that Parents/Carers download the **Class Charts App** to be able to track the progress of their child in the Academy including live updates of their attitude to learning, attendance and timetables. This is an additional tool to further improve home school communication.

Achievement points can be awarded in class, form periods, out of the classroom, for representing the Academy and many other examples where students demonstrate a positive contribution. A list of the 'behaviours' that staff can award to students (in or out of the classroom) can be seen in the illustration below. These 'behaviours' were produced by staff at the Academy and are updated where applicable following staff input.



NB – students can also be recognised for negative behaviour on Class Charts and these 'behaviours' are available on request

Positive attitudes to learning

Aims:

1. To support the promotion of a positive ethos within the academy's community;
2. To recognise and celebrate students who show their **Personal Best** at all times.

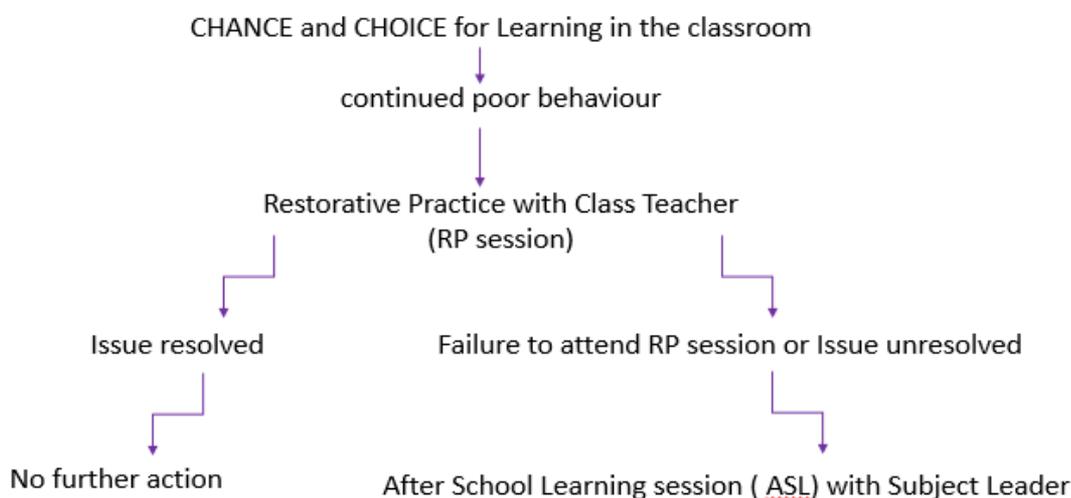
Our praise and recognition system is designed to celebrate the success of our students. It is underpinned by the belief that consistent praise of a student's attitude to learning is fundamental to establishing a high quality learning environment. Similarly an integral facet of celebrating positive attitudes to learning is that it is visible for staff, students and families to see around the Academy on a regular basis

The Academy recognition and rewards practices include:

- Consistent verbal praise, either personal or public,
- Achievement points (Personal Best) through class charts
- Written feedback from staff in exercise books
- subject stamps and stickers;
- written or verbal communication with home praising high standards of behaviour; postcards/letters home;
- Assemblies for each year group reporting on Attendance, Punctuality and Personal Best
- Daily Form time feedback on Class Charts progress (Achievement Points)
- VIP Break for students consistently demonstrating their Personal Best;
- Cake with the Head
- 'Golden Ticket' afternoon for students with 100% attendance and highest Achievement Points
- Achievement Awards evenings
- end of term activities, which reward high standards, including attendance and punctuality;

The day to day system for learning

The routines of empowerment that staff follow are:



A Restorative environment

Staff and students take part in the restorative practice within a structured system to support the building of relationships by undertaking a scripted intervention where appropriate. Support from experienced staff is available and ongoing CPD for staff is part of the Academy's development. The scripted intervention is conducted between relevant parties and takes the form of set questions:

- What Happened?
- What were you thinking/feeling at the time?
- Who has been affected?
- What have you felt/thought since?
- What do you think needs to happen next/ how do we resolve the issue?

The key focus of the system is to ensure the voice of all parties is heard in the Academy community. The system is in place to empower staff and students to have responsibility for that attitude to learning in classrooms and around the academy as a whole.

This is supplemented from the outset with a clear Chance and Choice environment. All students are expected to take responsibility for their actions through taking their CHANCE to learn in the classroom and making the right CHOICE to learn. This is fundamental to our **Personal Best and accept No Excuses** philosophy.

Our Language around the Academy is about promoting responsibility, understanding how we feel in particular situations and being able to communicate that with our peers.

The daily message we promote to all members of the academy community is that **“it's your responsibility”** and particularly in ensuring that where behaviour is not to the minimum standards and expectations it is addressed through RP to support behavioural change.

Sanctions Policy

At The Academy we expect everyone to try their **Personal Best and accept No Excuses**. Where this minimum standard and expectation is not met and the RP process has not been engaged with, sanctions are required to address. Students are made fully aware that they have a **CHOICE** to make and that it is their responsibility what happens. Any positive outcome is due to their choice and any negative outcome is again due to their choice. Consistent implementation of these standards is a driving force to improvement within the Academy.

Aims:

- To support the promotion of a positive attitudes to learning;
- Inform why a sanction is being applied and how to resolve the issue
- To provide clear guidelines for consistent whole school practice.

Teachers are expected to address any issues of behaviour in their classroom in the first instance. This is integral to the ownership culture of the Academy. Staff should make every effort to resolve any discipline issues themselves as they arise and use the RP systems and practice to demonstrate the resilience required to deal with particular circumstances. However, it is recognised that in certain circumstances require support and staff should not hesitate to ask for guidance and assistance from more experienced colleagues

Sanctions based systems in place at the Academy come into effect where Restorative Practice is not engaging a student

- Staff member deals with initial issue (RP at appropriate time – within classroom, break, lunch after school) – issue is resolved and no further action is required
- 'On Call' may be requested for senior staff to support – RP process to resolve situation
- Staff **MUST** document negative behavior on class charts

If a student does not engage with the Restorative Practice Process with the member of staff

- Students must attend an After School Learning (ASL) session with Subject Leader (30 minutes maximum)
- Students not attending an ASL session are then required to attend a Senior Leadership Detention for one hour. Subject Leaders will contact parents/carers to notify them of this.
- Students refusing to attend Senior Leader Detention will escalate to time in the Academy's Room For Improvement. This will involve more intensive Restorative Practice support to address issues leading to this and look to resolve before reintegration.
- Refusal to engage with this process can result in a Fixed Term Exclusion.

NB – where applicable the Academy will expect students to stay after the school day for a maximum up to one hour. There is no legal requirement for the Academy to notify Parents or Carers but in cases of one hour staff will endeavor to notify relevant parties. Parents/Carers can track this information through the **Class Charts App**

Room For Improvement provision is utilised where students are not meeting the standards and expectations in the Academy, have been involved in incidents having a detrimental effect on the learning of others or need support in a smaller environment to address the responsibility of their actions. Education is received away from the main body of the school. The Academy will endeavor to inform Parents/Carers if students are to be allocated room for improvement for more than one day.

Fixed Term Exclusions may be put in place for serious incident or where there is a series of incidents in which the learning of others is impacted upon negatively. Where it is clear students are not engaging with the behaviour policy, the Academy will work with students and families to seek appropriate intervention.

In addition, where appropriate, we may refer students to alternative provision at appropriate organisations.

Students may be permanently excluded (see Exclusion Policy) due to a serious breach or persistent breaches of the Student Behaviour Policy and where allowing the student to remain in school would seriously harm the education and welfare of the student in question or others in the academy. Examples of a serious breach/persistent breaches might include:-

- Persistent disruptive behaviour in class and around the academy;
- Having illegal substances/solvents on Academy premises;
- Assault on a member of staff (physical/verbal);
- Assault on a fellow student (physical/verbal);
- Possession of an offensive weapon which is defined as a tool made or adapted for the purpose of causing injury, mental or physical, to another person.

Students who persistently behave in such a way that they are not demonstrating their **Personal Best** may be referred for further assessment (internally or externally) to ensure they do not have any unmet needs. The Academy will offer support for the student and their family if necessary in order to provide the best opportunity for progress to be made. Learning support services within the Academy are recognised widely as high quality and provision is sought with external agencies for learning needs, mental health and behavioural support

In accordance with DfE guidance, the academy will take account of the specific circumstances of students and will have regard to legislation concerning equal opportunities, SEND and vulnerable students.