



# Behaviour Policy

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### 1. Aims

Rushden Academy believes in a positive learning culture where everyone has the right to feel safe, enjoy their learning, achieve to the best of their ability and be treated with respect. Everyone has a responsibility for their own behaviour, to safeguard the rights of other people and to treat others with dignity and respect.

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the academy 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 academy
- The Equality Act 2010
- Keeping Children Safe in Education
- Use of reasonable force in schools
- Supporting pupils with medical conditions at academy

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

In addition, this policy is based on:

- 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:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Poor attitude and not working to the best of one's ability
- Incorrect uniform and lack of equipment
- Being late for lessons

**Serious misbehaviour** is defined as:

- Repeated breaches of the academy rules
- Behaviour which places the pupil or others in danger. To include physical violence towards others or being a direct cause of harm through reckless choice
- Any form of bullying, this can include cyber-bullying, prejudiced based and discriminatory Bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Setting off the fire alarm other than in an emergency.
- Any form of vandalism or intent to damage academy property
- Theft
- Using foul and abusive language directed towards others, in referring to staff, or within the hearing of staff
- Fighting
- Repeated smoking or vaping on the premises, or on the way to and from the academy
- Racist, sexist, homophobic or discriminatory behaviour, this can also include gathering in a large group intending to intimidate others.
- Refusal to follow a reasonable instruction and continued non-compliance. Persistently

presenting behaviours that disrupt the quality of teaching, learning and day to day management of the academy

- Promoting and spreading extremism and hate verbally, graphically or via social media towards an individual or other groups based on race, religion, gender or identity, sexuality and disability.
- Making malicious claims that prove to be unfounded against another member of the academy community be that another pupil or a member of staff
- Possession of any prohibited items. These include:
  - Knife/penknife or items that could be used as a weapon and not their intended purpose and any type of gun, including toy guns and replicas.
  - Harmful or illegal substances, including tobacco, matches and lighters, drug paraphernalia, psychoactive substances and vaping products
  - Alcohol
  - Stolen items
  - Tobacco and cigarette papers
  - 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 pupil)

Unforeseen situations may also be included in this category. This means any act not listed above which is perceived to be against the common good of the academy community and the values and culture of the academy.

To ensure an orderly and safe environment for all who work at the academy there are some rules to which all must adhere and, if broken, will be treated as very serious matters and would likely lead to a fixed term suspension or possible permanent exclusion. In some instances the Academy will seek support from the police particularly where there is an incident involving drugs, offensive weapons or a serious sexual offence has been carried out.

#### 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
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Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
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 academy'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 Governing Board is responsible for approving this behaviour policy.

The Governing Board 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 policy and in conjunction with the Local Governing Body approving this behaviour policy.

The Principal will ensure that the academy 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:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

The senior leadership team, subject leaders and heads of year will support staff in responding to behaviour incidents.

### 5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct

- Inform the academy of any changes in circumstances that may affect their child's Behaviour
- Discuss any behavioural concerns with the class teacher promptly

## 6. Pupil code of conduct

A high standard of behaviour is maintained by ensuring the **Team Rushden Values** as agreed by the pupil body and staff are adhered to and promoted:



### Team Rushden

Smart	Respectful	Hard-working And Resilient	Team Players
<b>WE VALUE:</b>	<b>WE VALUE:</b>	<b>WE VALUE:</b>	<b>WE VALUE:</b>
<ul style="list-style-type: none"> <li>• Making smart decisions</li> <li>• Wearing our uniform with pride</li> <li>• Keeping the school environment smart</li> <li>• Smart work, smart presentation and being fully prepared for learning</li> </ul>	<ul style="list-style-type: none"> <li>• Diversity and difference</li> <li>• Respecting each others' opinions</li> <li>• Treating others how we want to be treated</li> <li>• Good manners as they cost nothing</li> </ul>	<ul style="list-style-type: none"> <li>• The opportunities given to us</li> <li>• Independence and working out problems ourselves</li> <li>• Challenge to enable change</li> <li>• Never giving up</li> </ul>	<ul style="list-style-type: none"> <li>• Others and what they can offer</li> <li>• Working together and encouraging everyone's contribution in order to achieve our aims</li> <li>• Co-operation and collaboration</li> <li>• Supporting and encouraging each other to do well</li> </ul>

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- Arrive to school and lessons on time
- Bring in the correct school equipment
- In class, make it possible for all pupils to learn
- In class, work to the best of their ability
- Treat the academy buildings and academy property with respect
- Wear the correct uniform at all times
- Bring in the correct kit to wear in PE and Dance lessons
- Accept sanctions when given
- Refrain from behaving in a way that brings the academy into disrepute, including when outside of the academy
- Engage in Restorative Justice meetings when required

## 7. Rewards and sanctions

We value the positive contribution and choices our pupils make. Pupils are given achievement points in lessons for their attitude to learning and demonstrating the Team Rushden Values. Pupil Achievement is recognised at the end of each term in Year Awards Assemblies. Individual pupils are nominated by specific teachers in recognition of their achievements and are 'stars of the week'. Pupils are also nominated by their peers to receive reward and recognition through the student honours award. An accumulation of Achievement Points leads to a range of rewards led by a variety of leaders. The school holds an annual Rushden Academy Awards evening in September to recognise the success pupils have had in the previous academic year. Reward trips are also organised for pupils at the end of the academic year. Departments also have their own internal rewards and recognition systems such as postcards and stamps.

### **7.1 List of rewards and sanctions**

Positive behaviour is rewarded for:

- Attitude to Learning
- Hard-working & Resilience
- Smart
- Respectful
- Team Players
- Homework completion
- Use of word of the week

The academy may use one or more of the following sanctions with a pupil in response to unacceptable behaviour:

- A verbal reprimand
- Moved in their lesson
- Removed from a lesson, pupils will be expected to complete appropriate work in isolation
- Expect work to be completed at home
- Detention at the end of the day
- Referring a pupil to an academic, pastoral or senior leader
- Letters/emails or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Internal / External suspensions

### **7.2 Zero-tolerance approach to sexual harassment and sexual violence**

The academy will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The academy's response will be:

- Proportionate
- Considered
- Supportive

- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

- Meeting with parents/carers & Head of Year
- Meeting with parents/carers & senior leaders and/or governors
- Fixed term internal and/or external suspensions

The academy has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information.

### **7.3 Off-site behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the academy.

This means misbehaviour when the pupil is:

- Taking part in any academy-organised or academy-related activity (e.g. academy trips)
- Travelling to or from academy
- Wearing academy uniform
- In any other way identifiable as a pupil of our academy

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the academy
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the academy

### **7.4 Malicious allegations**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the academy will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the academy will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the academy (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The academy will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

## 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 pupils to be engaged
- Display the Team Rushden code of conduct and if appropriate their own classroom rules
- Develop a positive relationship with pupils, including:
- Greeting pupils in the morning/at the start 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

If pupils are disrupting the learning, we operate an 'Ask, Move, Remove' system where:

1. **Ask** – staff remind pupils of the expected behaviour and explain what they need to do
2. **Move** - if pupil does not respond, the pupil is moved elsewhere in the lesson to refocus
3. **Remove** – if 'Ask' and 'Move' do not change behaviours, pupils will be removed from the lesson to avoid disrupting learning further

### 8.2 Non-negotiables

The Academy insists on some basic expectations that would be expected of a Rushden Academy pupil. Pupils are issued with non-negotiable points if they do not:

- Wear the correct uniform
- Bring in the correct equipment
- Arrive on time to school and to lessons
- Work to the best of their ability
- Follow teachers request and therefore have to be moved in the lesson
- Bring in the correct kit for PE and Dance lessons
- Display Rushden Team Values outside of lessons

All 'Non-Negotiables' are recorded on Go 4 Schools (G4S). The Academy will use a range of consequential sanctions to address behaviour that does not meet the Academy expectations, standards and rules in the classroom, around the school site and when travelling to and from school.

### 8.3 Pupil presentation

The standards and expectations of presentation for **ALL** students in Years 7-11 are as follows:

#### **Full school uniform**

- A school black blazer with or without the school emblem.
- A white shirt which is smartly tucked in
- Black trousers, no leggings, jeggings or jeans. Trousers made of jean like material or design do

not meet the uniform standard and are not to be worn.

- The official grey checked school skirt – no black skirts to be worn
- A school tie.
- An optional plain black V neck jumper – No other jumpers to be worn · Footwear that meets the agreed standard which is leather or leather-like that can be polished. No canvas footwear or fabric trainers to be worn.

### **Piercings**

- Students can wear a maximum of 2 stud earrings in each ear. No hoops or bars allowed
- **All other** piercings are not allowed in school. These must be removed prior to arrival in school.
- Students who choose to have facial and/or other parts of the body pierced must have these completed at the start of the 6 week summer holiday in order for any piercing other than in the ear to be removed prior to returning to the school in September.

### **Other Jewellery**

- Discreet bracelet, bangle or wristband can be worn.
- A single discreet necklace can be worn beneath the shirt.
- A maximum of 2 rings can be worn.
- All items of jewellery must be removable and removed when requested in light of health and safety requirements.

### **Make-up, hair and nails**

- All students are allowed to wear a small amount of make-up.
- Make-up should remain neutral and reflect skin tones.
- Students are not allowed to arrive to school wearing excessive make-up. Heads of Year reserve the right to request when make-up is deemed excessive for it to be removed.
- No false nails of unnatural length. Heads of Year should be informed in advance of any special occasion such as weddings or birthdays whereby a student is to have longer or designer false nails applied. All students who have nails of this type applied **temporarily** are required to present a note with a date as to when the nails will be shortened or removed. Students with elongated false nails may not be permitted to take part in certain activities/tasks due to health and safety issues.
- All students are allowed to wear nail varnish. However, rules surrounding food safety may require nail varnish to be removed.
- No bright or un-naturally dyed hair. Hair colouring should remain close to natural.

### **Outdoor clothing – hats, coats, gloves and scarves**

- Students should wear an outdoor coat during periods of cold or inclement weather.
- Hoodies do not meet the standard and are not allowed to be worn to school.
- Hats, gloves and scarves can be worn during periods of cold or inclement weather.
- All hats must be removed on entering any school building.
- Gloves and scarves must be removed on entering classrooms and only put back on when dismissed at the end of the lesson.

## **8.4 Physical restraint**

In some circumstances, staff may use reasonable force to restrain a pupil 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

### 8.5 Confiscation

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

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

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

### 8.6 Internal and External school Sanctions

The following is a list of the consequential sanctions used by the Academy:

<b>INTERNAL SCHOOL SANCTIONS</b>	
Isolation – consequence of 'Remove'	Pupils spend 5 periods in isolation, at the end of the first day the member of staff who 'on-called' the pupil will meet with the pupil at 3pm until 3.30pm to discuss the decision further and agree a way forward to avoid removal in future.
Isolation (Internal Exclusion)	From 1 day upwards
<b>EXTERNAL SCHOOL SANCTIONS</b>	
Fixed Term Suspension	From an AM or PM session up to 45 days in any academic year
Permanent Exclusion	Removal from the Academy and placed in alternative education by the Local Authority

The school's rationale for imposing a sanction is to correct behaviour and realign pupils' actions with the Academy ethos. The level of response will depend on:

1. The seriousness of the offence
2. Whether or not it has happened before
3. The pupil's previous disciplinary record

Clearly, if a pupil has not corrected their behaviour, from a previously imposed sanction, this makes the matter more serious and a more significant sanction might apply than would otherwise have been the case.

Please be aware when investigating incidents that could lead to an internal sanction or external exclusion from school either as a fixed period or permanently, the Academy applies the civil

standard of proof which means 'on the balance of probabilities' in that something is more likely to have occurred than not.

There may be occasions where it may be perceived that inconsistency of approach is taken. The Academy would always acknowledge that equitable decisions are important, but also that every situation is different, the history of an individual's behaviour is different and pupils' response to previous sanctions is different. This may equate to a different school response from one pupil to another.

### 8.7 Detentions

Pupils attend detentions the evening after the non-negotiables are given. For every non-negotiable received, 10 minutes is added on to the next day up to a maximum of 90 minutes. Detentions take place Monday to Friday and parents are informed via Go4Schools and via an email the day before, at the end of the day.

Please note that parental permission is not required for a teacher to detain a pupil, we will inform parents so they can be aware that it is happening and endeavour to give notice.

Failure to attend a planned detention will lead to the pupil having to catch-up on the detention time.

### 8.8 Pupil Behaviour Reports

The Academy uses a hierarchical pupil Behaviour Report system starting from the Tutor to Vice-Principal. Behaviour reports are used primarily as a positive support mechanism to enable pupils to manage their behaviour more effectively, focus more on their own learning and progress. Pupils are set three targets to achieve each lesson but the Teacher will also hi-light one or more positive things in the lesson. Receive positive praise and comments from their teachers and reflect on areas to improve.

Rushden Academy Pupil Report System	
Type of report	Criteria for placing a pupil on report
Tutor Report	<ul style="list-style-type: none"> <li>Monitoring of progress and behaviour data highlights a cause for concern.</li> <li>Internal communication has led to a pupil being flagged as a cause for concern.</li> <li>A pupil is readmitted to the Academy following a first fixed term exclusion</li> </ul>
Head of Year Report	<ul style="list-style-type: none"> <li>No improvement in meeting the targets set out in a tutor report</li> <li>A pupil is readmitted to the Academy following a repeat fixed term exclusion</li> </ul>
Senior Leadership Report	<ul style="list-style-type: none"> <li>No improvement in meeting the targets set out in the HOY report</li> <li>A pupil has had further repeat exclusions</li> </ul>
Vice Principal Report	<ul style="list-style-type: none"> <li>A Pupil whose record is a serious cause for concern and has had multiple fixed term exclusions</li> </ul>

Pupils are placed on Behaviour Report for a minimum of two weeks based upon an accumulation of behaviour points. Reports are used to support pupils in taking greater ownership and accountability for their progress and behaviour choices. A failure to address concerns will lead to an escalation to the next level of reporting.

At the end of each day pupils on report must show their report to the member of staff heading the report or in the event that they cannot be located a member of staff in The HUB for checking so that any follow up required can be communicated. Parents are informed of any concerns related to the report and are required to countersign completed reports. Further sanctions will be applied where concerns remain. This can be in the form of an instant detention on the day. Parents will be informed by text that this is happening.

### **8.9 Pupil support**

The academy recognises its legal duty under the Equality Act 2010 to prevent pupils 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 pupil.

The academy's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be 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 pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### **8.10 Safeguarding**

The academy recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

### **9. Pupil transition**

To ensure a smooth transition from primary school i.e. year 6 into year 7, pupils have transition sessions. Also to ensure smooth transition from year 11 into year 12 pupils have induction sessions.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

### **10. Training**

Our staff are provided with training on managing behaviour.

Behaviour management will also form part of continuing professional development.

### **11. Monitoring arrangements**

This behaviour policy will be reviewed by the Principal and local governing board annually. At each review, the policy will be approved by the Principal.

**Approved by LGB:**

Tim Foster

**Date:** 01.02.22

Chair of Governors

Signature:

A handwritten signature in blue ink, appearing to read 'Tim Foster', is written over a light blue rectangular background.

**Last reviewed on:**

February 2022

**Review date:**

February 2023