



Behaviour Policy

Date of Review	October 2022
Date approved by Headteacher	October 2022
Date of next Review	Autumn 2023

Chair of Local Advisory Board

Date

Signed

The Roundhill Academy

BEHAVIOUR POLICY

Aims

To create a culture of learning amongst students and a climate where all students can engage in positive social interaction that supports social, moral, and cultural development.

Principles

The following core principles underpin the school behaviour policy

- The best way to teach resilience is to give students challenging work to do.
- The best way to teach respect and politeness is to model it.
- The best way to teach students how to be functionally responsible and happy citizens is to set up systems which hold them to account for their behaviour.

Expectations for behaviour in the school are clearly established by the **4Rs**; namely **R**esilience to meet and overcome challenges, **R**espect for others and schoolwide expectations, **R**eflection upon our successes and failures to improve learning and behaviour and taking **R**esponsibility for our actions and outcomes.

In addition to these school-wide rules, each department and classroom teacher will have their own expectations for behaviour. Students will be rewarded for following expectations by receiving positive points, reward vouchers, and e-mails home to parents. Further rewards are given for wider involvement in school life, for example in extra-curricular activities, and social behaviour and citizenship.

The Removal System

To maintain the learning environment for all, students who choose not to follow expectations will receive sanctions and guidance from staff. Initially a student will be redirected for displaying inappropriate behaviour. If such behaviour continues then the student will be removed from the classroom for the remainder of the lesson. For each removal, there is a further sanction for the student, depending on which number removal it is.

Students who misbehave in lessons are redirected, warned about their behaviour, and supported to modify this to get their learning back on track. For those who make choices to continue to disrupt learning, they are removed from the lesson to the internal supervision room where they are supported to carry on with their learning away from the class. The school considers a removal from a lesson to be serious and the classroom teacher will contact parents to inform them of removals. Where there are subsequent removals from the same lesson, Heads of Department will also work with students, parents, and teachers to support the behavioural changes needed. The school operates a graduated response for multiple removals in a half-term block. Each removal results in a 10-minute detention with the subject teacher allowing for a discussion about the prevention of repeated behaviours.

The response to removals is outlined in the table below. Please note number of removals is across all lessons and this ladder operates across a half-term. Where students are being removed with high frequency from a particular subject, then the Head of Department will be involved with the teacher detention and liaise with the Head of Student Services /Head of School to plan to resolve this. Students may be supported with learning breaks following a redirection to prevent escalation

to a removal, and to reset the student mindset so that they can return to lessons after a short break and continue with learning.

The table below outlines the responses to removal from lessons

Removal number in the half-term	Consequences
7+	Half-day exclusion. Head of School/ Headteacher meets with Parents/Students for reintegration revised school offer/referral to behaviour partnership is implemented. Student continues with 'Level Best' program. Head of Student Services/Head of Year to support student in lessons.
7	10-minute detention completed with teaching staff Teacher logs removal and phones home to discuss removal Half-day exclusion. Head of School/ Deputy Head of school meet with Parents/Students for reintegration and to discuss future school placement and outcomes. Student continues with 'Level Best' program. Head of Student Services/Head of Year to support student in lessons.
6	10-minute detention completed with teaching staff Teacher logs removal and phones home to discuss removal Half-day exclusion Deputy Head of School meets with Parents/Students for reintegration. Student continues with 'Level Best' program. Head of Student Services/Head of Year to support student in lessons.
5	10-minute detention completed with teaching staff Teacher logs removal and phones home to discuss removal 2-hour seclusion completed with Head of School Head of Student Services/Deputy Head of School meet with Parents and student to set up behaviour plan – student placed on 'Level Best' program. Head of Student Services/Head of Year to support student in lessons.
4	10-minute detention completed with teaching staff Teacher logs removal and phones parents to discuss removal 2-hour seclusion completed with Head of School Student continues with report to Head of Year and Head of Year to support student in lessons. Head of Year monitors report and liaises with parents
3	10-minute detention completed with teaching staff Teacher logs removal and phones parent to discuss removal 1 hour detention completed with head of Student Services Student placed on report to Head of Year and Head of Year to support student in lessons. Head of Year monitors report and liaises with parents.
2	10-minute detention completed with teaching staff Teacher logs removal and phones parents to discuss removal 1 hour detention completed with Head of Student Services
1	10-minute detention completed with teaching staff Teacher logs removal and phones parents to discuss removal 30-minute detention completed with Head of Student Services

Students are supported to modify their behaviour with a variety of targeted interventions and strategies. Where students have particular assessed needs, reasonable adjustment are made to ensure that students are supported fully and not disadvantaged.

Negative Points

Negative points are given to students who do not comply with school rules and expectations. Heads of Year monitor negative points closely, offering support to students and liaising with parents. The school operates a graduated response to the number of negative points accrued by students in a half-term which allows for several fresh starts throughout the academic year. The consequences for not behaving appropriately in classrooms or at other times during the school day are as follows:

The table below outlines the responses to accrual of negative points.

Number of negative points in a half-term	Consequences
-140	Half-day exclusion. Head of school/ Headteacher meets with Parents/Students for reintegration revised school offer/referral to behaviour partnership is implemented. Student continues with 'Level Best' program. Head of Student Services/Head of Year to support student.
-120	Half-day exclusion. Head of school/ Deputy Head of School meet with Parents/Students for reintegration and to discuss future school placement and outcomes. Student continues with 'Level Best' program. Head of Student Services/Head of Year to support.
-100	Half-day exclusion Deputy Head of School meets with Parents/Students for reintegration. Student continues with 'Level Best' program. Head of Student Services/Head of Year to support student.
-80	2-hour seclusion completed with Head of School. Head of Student Services/Deputy Head of School meet with Parents and student to set up behaviour plan – student placed on 'Level Best' program. Head of Student Services/Head of Year to support student.
-60	2-hour seclusion completed with Head of School Head of Year meets with Parents and student is placed on report to Head of Year. Head of Year monitors report and liaises with parents.
-40	1 hour detention completed with Head of Student Services. Head of Year meets with Parents and student is placed on report to Head of Year. Head of Year monitors report and liaises with parents.
-20	30-minute detention completed with Head of Student Services. Head of Year contacts parents to discuss student behaviours.

Students are supported to modify their behaviour with a variety of targeted interventions and strategies. Where students have particular assessed needs, reasonable adjustment are made to ensure that students are supported fully and not disadvantaged.

When the school will not intervene

The school will not investigate incidents that happen outside school hours or beyond the journey to and from school. The exception to this is when behaviour relating to an incident comes into school and affects learning. The school acknowledges that we have a duty of care to our students and a responsibility to act on the grounds of Health and Safety or to support learning. When this relates to bullying, investigations will take place to bring about lasting resolve, if this is not achieved parents are advised to take the matter to the Police.

Students who are a serious cause for concern

For poor behaviour, that persistently contravenes the schools' behaviour expectations or when a serious incident occurs, where a student's behaviour is deemed a risk to either themselves, other students or staff, fixed term or permanent exclusion could follow. For students who persistently

misbehave, assault staff, commit arson, and behave dangerously or who bring the school into disrepute then the Headteacher may consider permanent exclusion.

Students will start each half-term with no removals; points go back to zero to ensure that students have several fresh starts throughout the year. However, those students who have been placed on Behaviour Plans and 'Level Best' programs will continue to be monitored through these.

If the misbehaviour of a student in a lesson is deemed severe then this will result in a straight removal without a redirection being given. The subject teacher will need to follow the same removal procedure as stated before. The student will be removed to the Head of Student Services. The Head of Student Services with the Head of School will decide the sanction that is given to a student who is removed for severe misbehaviour. This will range from an after-school detention to a fixed term exclusion, each case is considered carefully and is based on the details of each incident as they occur.

Students directed to be educated at another BEP (Bradgate Education Partnership) School.

When a student continues to cause serious concern, they will be referred to the IMAM (Internal Multiple Agency Meeting) forum for further support and guidance. If a student has received all the required support and guidance, that is appropriate, the student may be directed to continue their education in another secondary school in the BEP.

The Headteacher reserves the right to direct any student to a new school for a single serious incident.

Updated 15/10/2021

Stuart Hinds

Amendments 01/10/2022

Yas Naujeer