Behaviour Policy

Date of Review	September 2024
Date approved by Headteacher	September 2024
Date of next Review	September 2025

The Roundhill Academy

BEHAVIOUR POLICY

Aims
This policy aims to:
Provide clarity on behaviour management and support the development of behaviours that promote the school's values – Nurture, Enrichment and Inspire.
Provide a consistent, proactive and supportive approach to behaviour management.
Define what we consider what is unacceptable behaviour and clearly define bullying.
Summarise the roles and responsibilities for members of the school community.
To clearly define the rewards and awards system.
To outline the approach the school will take when behaviour is unacceptable.

Behaviour Principles
The Roundhill Academy has the values:
Nurture, Enrich and Inspire. Throughout all the policies that The Roundhill Academy produces the promotion of these values is very important in the work we carry out to support our students.

The Roundhill Academy supports students to exhibit positive behaviours that create an environment which is safe, calm and conducive to effective learning. In addition, staff are expected to promote positive behaviours, recognise and acknowledge students for their positive contribution to the school community. Staff are expected to use a range of strategies to support students to demonstrate the standards and behaviours expected, when appropriate the school will use proportional sanctions to indicate when behaviours are deemed unacceptable.

Positive behaviours are reinforced and encouraged through recognition, encouragement and praise. Staff are expected to highlight these behaviours and articulate the importance of these behaviours when promoting a culture of support and togetherness.

The Roundhill Academy will work closely with parents to ensure a joint approach is established to ensure that students are enabled to meet the standards set by the school.

Legislation and Statutory Regulations
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

In addition, this policy is based on the Special Needs and Disability (SEND) Code of Practice.
The Policy is also published online to meet the guidance given to Academies from the DFE.

Rewards
The Roundhill Academy strongly believes that giving students praise and recognition for their efforts is crucial to student achievement. This policy outlines how students will be rewarded to ensure that students are motivated and understand the importance of sustained performance and how this can lead to good levels of success.

All students are expected to follow these expectations. Students that consistently meet these expectations are rewarded through the positive point system.

The Roundhill Expectations.
- Arrive on time, equipped and in full uniform ready for learning.
- Have the correct equipment and kit for each lesson.
- Follow instructions at the first time of asking, both inside and outside of the classroom.
- Raise your hand, not your voice.
- Respect all staff and students.
- Complete all work to the best of your ability.
- Take responsibility for your own learning.
- Move around the building in a calm and safe manner.
- Treat the building with respect.

In addition, students will be rewarded with positive points when they contribute positively to the school culture and ethos.

Rewards

Stage	Response	Staff role and responsibilities
1. Daily	Students receive positive points for meeting expectations in the classroom and outside the classroom. Rewards: positive points and praise.	Staff are responsible for awarding positive points. Staff are responsible for explaining to the student the reasons for their positive points. Staff make positive phone calls.
2. Half-termly	Students' points are individually analysed by the Head of Year. Information is shared with the tutors. This is completed each half-term. Students are recognised for achieving a high number of positive points, demonstrating significant improvement or outstanding contribution to the school community. Tutor groups are rewarded for good attendance overall positive point score. This recognition is through assemblies, certification and prizes. Rewards: positive points, praise, certificates and prizes.	Heads of Year to analyse the data for their year group. Tutors to acknowledge and congratulate individual students. Heads of Year to organise celebration assemblies. Heads of Department to reward students on a departmental level.
3. Termly	Same arrangements for stage 2. In addition to the assemblies, students who have been selected for achieving high standards and consistently meeting expectations will be entered for a prize draw. All students selected will be invited to a celebration breakfast. Rewards: positive points, praise, certificates, prize draw, celebration breakfast and prizes.	Heads of Year to analyse the data for their year group. Tutors to acknowledge and congratulate individual students. Heads of Year to organise celebration assemblies.
4. Academic Year	Students from each year group are selected from each year group based on a criteria including:	Assistant Headteacher for Behaviour to organise the

	positive points, attendance and punctuality, outstanding contribution, academic success and contribution to the wider school. Students and parents are invited to a celebration evening. Students will receive certification to recognise their achievements. Students receive awards for reaching the highest standards. Award for most outstanding student – selected by the staff at The Roundhill Academy. Rewards: positive points, praise, certificates, awards and prizes.	evening. Co-ordinate selection process.

Sanctions.

Unacceptable behaviour and serious incidents.

Stage	Response	Staff roles and responsibilities
	'Describing the obvious reality'- when a student does not meet expectations the member of staff will highlight the behaviour that is causing concern and then clearly explain what the student needs to do in order to improve.	Member of staff to ensure that this intervention is used proactively to engage the student.
1	Redirection – a student is given a redirection when they do not follow the instructions of the member of staff. The student will have their behaviour explained to them so that they understand how to make positive choices going forwards.	Member of staff to record points and ensure discussion with student has taken place.
2	Removal – a student will be removed from the class if they are disrupting their own learning and the learning of others. This will be followed up with a 30-minute afterschool detention. A restorative discussion with the student will take place.	Member of staff to record points and ensure discussion with student has taken place. Member of staff to have restorative conversation. Member of staff to make contact with home and support the student.
3	Multiple removals in a week – a student who receives 4 or more removals in a week will have an additional 1hr detention on Friday afterschool.	Head of Year to make contact with home. Head of Year/Head of Department to discuss incidents with student.
4	Internal Isolation – a serious incident may result in a student being isolated internally including social times. Each incident will be discussed with a member of the senior leadership team and pastoral team.	Head of Year to log serious incident. Head of Year to organise the timetable for the day.
5	Fixed term suspension – a serious incident or repeated unacceptable behaviour may result in a fixed term suspension being issued. Each incident will be discussed with a member of the senior leadership team and pastoral team.	Head of Year/ Head of Department to discuss incident(s) with Senior Leader. Fixed term suspension authorised by Headteacher.

| 6 | Permanent exclusion or managed move. This stage is only considered when the behaviour of the student places themselves and/or others at significant risk. A single incident or repeated behaviours may result in a student reaching stage 6. This stage is considered when a student has not responded to support/ interventions, or the incident is classed at the highest level of severity. | Senior Leader to discuss incident(s) with Headteacher. Headteacher to authorise permanent exclusion/ manged move. |

Fixed Term Suspensions and Permanent Exclusions

The Headteacher is the only member of staff who is able to authorise a fixed term suspension and permanent exclusions. A fixed term suspension is used when there is a serious breach of the school rules and conduct. Due to the severity of this sanction a student will be supported on their return to school to reduce the risk of further fixed term suspensions. A reintegration meeting will be organised with the student, parent and a member of the senior leadership team to reflect on the suspension and plan the support to reduce the risk of further suspensions **(See Appendix).** The student can only return to school once this meeting has been completed. Please see the Exclusions & Suspensions Policy for further information on Fixed Term Suspensions and Exclusions.

Internal Isolation

Internal isolation is used when there is a serious breach of the school rules and conduct but has not met the threshold for a fixed term suspension. When a student is considered for internal isolation, the day will be planned and their location will be pre-determined, this may include working in the pastoral base or with a member of the senior leadership team.

Teaching staff will be notified and they will be expected to set work for the student. Parents will be informed and the sanction will be recorded.

Internal isolation runs from 8.40-15.10 and includes social times.

Graduated support/intervention to persistent unacceptable behaviour.

Tier	Response	Staff role and responsibilities
1	Teacher support – restorative discussion, phone call home, parent meeting. Tutor support – morning support, coaching for positive outcome.	Teacher to facilitate restorative conversation and liaise with tutor.
2	Head of Department support – Support Class Teacher in implementation of suggested strategies and sanctions. Student meeting Phone call home Send letter home Parental meeting Faculty/subject report Isolate student within faculty/subject	Head of Department to co-ordinate interventions and support if the issue is subject related.
3	Head of Year support – Individual behaviour plan Head of Year report Parent meeting Referral for in school support or external support Referral to internal inclusion forum Share strategies and interventions with wider	Head of Year or co-ordinate interventions and support and liaise with the relevant members of staff.

	staff community. SENDCo notified.		
4	Senior Leader support (Assistant Headteacher for Behaviour) – Referral to MSCIP (Melton South Charnwood Inclusion Partnership). Parent meeting. Collaborative work with internal and external teams. Relevant referrals to external agencies. SENDCo involvement. Alternative Provision. Hosting at another school (Year 11)	Assistant Headteacher to co-ordinate interventions and support and liaise with relevant members of staff and external agencies.	

Definitions

Positive behaviour is behaviour that promotes the values of the schools. Positive behaviours promote an environment where learning and achievement is evident. These behaviours contribute to the feeling of safety and enjoyment experienced by all members of the school community. Students that demonstrate positive behaviours will be rewarded and receive awards for sustained good standards. The Roundhill Academy will ensure a positive culture is created through the promotion of these behaviours.

Unacceptable behaviour is behaviour that is not aligned with the school values. It is behaviour that can be deemed disruptive to learning and disrupts the school experience for students, staff and parents. This behaviour can happen at any point during the school day, it is deemed as behaviour that must be challenged and where appropriate students are supported to correct this behaviour.

Serious Forms of Unacceptable Behaviour:
• Repeated breaches of the school rules
• Child on child abuse
• Any form of bullying
• Racist, sexist, homophobic or discriminatory behaviour
• Assault (physical or verbal)
• Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
• Vandalism
• Theft
 • Fighting
• Smoking, including vaping and other related smoking actions.
• Bringing the school into disrepute
• Possession of any prohibited items. This includes: weapons, illegal drugs, alcohol, vapes, tobacco.

This is not an exhaustive list and the Headteacher reserves the right to deem any item as prohibited if it places any member of the school community at risk. See section on Searching, Screening and Confiscation at School for further details.

Serious forms of unacceptable behaviour will be recorded and discussed by the senior leadership team and pastoral team to ensure the appropriate sanctions are put in place and individuals are supported to prevent further incidents of serious unacceptable behaviour.

Bullying

Bullying is behaviour by an individual or group, repeated over time, that is intended to hurt or harm another individual or group, either physically or emotional. Bullying can be evident in a number of forms and examples of bullying behaviour are as follows:

- Physical
- Verbal
- Indirect – e.g. spreading rumours about an individual or group.
- Cyber
- Discrimination based on a individual or group characteristics.

See The Roundhill Academy – Anti Bullying Policy for more specific information on bullying.
The Roundhill Academy will treat any reported incidents of bullying very seriously. Each case will be thoroughly investigated and the school will ensure the necessary support and sanctions are put in place.

The Roundhill Academy is committed to ensuring all students understand how to deal with incidents of bullying and how it can be prevented through the use of its curriculum, assemblies and tutors.

Managing Allegations from students against staff

If an allegation is made against a member of staff by a student, the allegation will be thoroughly investigated. The Headteacher will be informed and the necessary procedure will be implemented. The allegation will be investigated in such a manner that any unnecessary delays are avoided. Students that found to have made a malicious allegation will be dealt with seriously. In line with DFE guidance this may result in the student receiving a fixed term suspension or in the most serious cases a permanent exclusion.

Roles and Responsibilities

Staff

It is the responsibility of all staff members to follow the school's behaviour policy to ensure there is clarity and consistency when promoting positive behaviour and managing unacceptable behaviour. Staff are to expect the highest standards from their students and take responsibility when the behaviour is below expected standards.

Staff are expected to resolve incidents through interventions and restorative work.

Staff are expected to record the relevant information in relation to their role.

Staff are expected to be role models and display positive behaviour with students, parents and other members of the school community.

Staff are expected to make reasonable adjustment for individuals who have been identified as having specific needs.

Staff are expected to support their colleagues and collaboratively promote positive behaviours and managing unacceptable behaviour.

Students

Students are expected to meet The Roundhill Expectations.

Students to engage positively with support and interventions when put in place.

Students ensure they are focussed on displaying positive behaviours and are ambassadors for the school.

Parents

Parents are to support the school and their child to meet The Roundhill Expectations.

Parents to inform the school if they have any concerns with regards to their child's experience or behaviour.

Parents to provide relevant information that may form evidence to put relevant support and interventions in place.

Headteacher

The Headteacher will monitor the effectiveness of the Behaviour Policy and ensure there is consistency in its implementation by the staff.

The Headteacher will ensure that the policy is implemented in the spirit of the school's approach where positive behaviour is encouraged and unacceptable behaviour is dealt with effectively.

Mobile Phones

Students are not permitted to use their mobile phone on the school premises. If a student chooses to bring their mobile phone on the school premises it should be turned off and placed in their school bag. If a student is seen using their mobile phone or it is not in their bag, their phone will be confiscated and kept in a secure location until the end of the school day.

Physical Restraint

Members of the teaching staff have the legal right to use 'reasonable force' to ensure the safeguarding of children. The term 'reasonable' means 'using no more force than is required' (Behaviour in Schools, DFE 2022).

Staff may use reasonable force to restrain a student to prevent:

- Causing disorder
- Hurting themselves or other members of the school community
- Damaging school property

Physical restraint must always be used as the last resort and for the minimum amount of time possible. The use of physical restraint must be proportionate to the behaviour exhibited and with the primary focus on keeping the student safe, it is never used as a form of sanction. When physical restraint is used it must be recorded and reported to the parents by a member of the Safeguarding Team.

Searching Students

Searching students may be necessary if there is credible cause for concern. If there are reasonable grounds that a student may have a prohibited item in their possession and the student will be asked to take part in a search. Two members of the safeguarding team will always be present during the search of a student. Any prohibited item will be confiscated and the necessary steps will be taken to deal with the prohibited item, this may include making contact with the police and/or social services.

All searches must be recorded and parents of the student must be contacted with the reason for the search provided.

<u>REINTEGRATION MEETING:</u>

NAME: YEAR:	Previous suspensions : (dates)	Current suspension: (date and duration)

Previous Actions Taken (If applicable): *If the child has had previous suspensions then what strategies/adaptations have been implemented to prevent a further exclusion?*

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What happened? *A brief summary of behaviour which led to the exclusion and reference to the rule/behaviour policy. Could detail here the impact the behaviour had on other individuals.*

What should have happened?

Student:	Staff:

What have we learnt and what can we change? *This needs to take account of knowledge each of the parties have gained from the previous sections so they understand how their actions have affected others. It is an opportunity to identify triggers/hotspots so changes can be made to prevent similar behaviours reoccurring.*

Student:	Staff:

Indicate extra support required.

Risk Assessment	Mentor	Milestone meeting
SENDCo	Modification to timetable	Lesson visits
Referral to MSCIP	Report	Other:

Parent View/Comments:

Signed (student):	Signed (parent/carer):	Signed (staff):