



**Lincolnshire Gateway**  
Academies Trust



**Cleethorpes Academy**

## **BEHAVIOUR POLICY**

<b>Date reviewed:</b>	September 2022	
<b>Approved by:</b>	CEO	September 2022
<b>Next review due by:</b>	September 2023	



## 1 Introduction and Purpose of this Policy

This policy addresses the promotion of positive behaviour, in accordance with Cleethorpes Academy's values, in relation to children and young people's personal, social and moral development, *and also our general policy on rewards and sanctions with regard to student's behaviour.*

DfE has issued advice to schools entitled 'Behaviour and Discipline in Schools'. This has been adopted and incorporated into the Academy behaviour policy.

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

We regard behaviour and attitude as a highly important aspect of a young person's education and development. We believe that it is important that they learn to behave well towards others and towards the community in which they live. Good behaviour underpins effective learning, and children and young people need good personal and social skills in order to live fulfilling and rewarding lives as adults.

Behaviour which, in any way, disrupts learning, is unacceptable in our academy, and through the constant promotion of positive behaviour, we seek to minimise, if not eliminate any such behaviour. We will endeavour to meet the needs of all children, including those who require additional support.

## 2 Aims and Objectives

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the Academy.
- Outline the expectations and consequences of behaviour.
- Provide a consistent approach to behaviour management that is applied equally to all students.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.

This policy aims to help students grow in safe and secure environments, and to become positive, responsible and increasingly independent members of their academy and the wider community.

Our Academy aims to promote and reward good behaviour nurturing an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

## 3 Student Code of Conduct:

Students should always be:

- Supportive of the Academy's Behaviour Policy.
- Polite and Courteous.
- Smartly dressed in our uniform including their equipment (see Student Planner for details).
- Respectful of others, including their health and wellbeing.
- Aware of what is in their possession so not to bring in any banned items.

- Hardworking in all they do.
- Careful to look after their own and others' property.
- Well-behaved in and out of lessons, during transition between lessons and on the journey to and from the Academy.
- Supportive of the Academy's high standards and reputation.
- Good ambassadors for the Academy.

#### 4 Definitions

**Unacceptable behaviour** is defined as:

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

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual harassment
- 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.
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items, for example:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - 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).

#### 5 Rewards

At Cleethorpes Academy we celebrate student's success through carrot rewards.

Carrot rewards provides an easy way for teachers to record and keep track of the great thing's students do in and out of school. The system works by teachers awarding a point whenever they recognise that a student has done well. We encourage parents and students to get familiar with carrot rewards and celebrate the great things that students are already being recognised for doing.

Students can log in, check how many points they have earned, look at their rankings within the school and receive accolades for outstanding achievements. Students will achieve special awards depending on the number of points they achieve. They can also spend their points on reward items in the online shop.

We feel it is important to give students the positive praise they deserve for performing to the best of their abilities within school, however it is also important to share that success with parents so that it can also be recognised at home.

With carrot rewards you will be notified of any accolades and milestones your child receives automatically via email as well as check on their points in their various subject areas.

Students will be shown how to log onto the system in either their ICT lessons or form groups.

We award our students for consistently good work, a positive attitude to their studies, their behaviour in and around the academy and the community, outstanding effort or acts of kindness, good attendance and punctuality.

All teachers will acknowledge the efforts and achievements of young people, both within and beyond this Academy. Related policy: Rewards policy.

Our Academy uses a number of sanctions to enforce Academy rules, and to ensure a safe and positive learning environment. Appropriate sanctions are imposed if students fail to meet the Academy's high standards.

## 6 Disciplinary Procedures

Students who fail to meet the Academy's high standards should expect to be punished. This includes where behaviour outside the Academy premises affects the Academy or its staff or students. Punishments vary according to the offence but **may** include being given:

- a detention at the end of the Academy day
- a period of close supervision by means of the Daily Report procedure or a Pastoral Support Programme
- a day, or several days, in 'isolation'
- a period of exclusion to be served in the Social Inclusion Unit
- a period of fixed term suspension from the Academy
- permanent exclusion.

In a classroom environment, when a student exhibits behaviour that does not follow the Academy's expectations, staff will implement the following steps:

C1. **Verbal warning** issued by the teacher with a clear explanation of the reason and the consequences of further negative behaviour.

C2. If the student's behaviour continues to be a concern the student will be required to attend a 15 minute reflection with the classroom teacher during break or dinner that day.

C3. An 'On-Call member' of staff will be contacted if the student's behaviour continues to disrupt the lesson. The student will be removed for the remainder of the lesson and issued with a **Standards Detention** of 30 minutes at the end of the Academy day.

For outside of the classroom misdemeanours, a standards detention will be issued of 30 minutes.

## Permanent Exclusion

Any student engaging in severely inappropriate behaviour will be permanently excluded.

The following are examples of the types of behaviour which have led to permanent exclusions in the past:

- bringing the Academy into serious disrepute
- possession of a dangerous weapon or use of an item as a weapon
- behaviour that presents a danger to the welfare of others
- possession or use of an illegal substance or alcohol
- possession of drug paraphernalia
- acts of violence/intimidation/bullying (including cyber bullying) harassment/sexual assault (of students or staff)
- damage to property
- theft
- arson
- persistent disruption to the learning of others
- persistent refusal to comply with the discipline procedures of the Academy
- deliberately setting off a fire alarm
- malicious accusations against staff.

These are only examples and there may be serious incidents not covered above which **may** also lead to a permanent exclusion at the discretion of the Principal.

## 7 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. The act of bullying, either in the Academy or out of the Academy (including incidents online), will not be tolerated. It is the responsibility of all (parents, staff and students) to report a bullying incident to any member of the teaching staff.

Bullying will be dealt with seriously. Senior and Pastoral staff are very experienced in dealing with bullying incidents and will advise/support any member of staff who has to deal with any such incident.

The Academy will sanction pupils that are identifiable as members of the academy when their behaviour online poses a threat or causes harm to another pupil, have repercussions for the orderly running of the Academy or harm its reputation in the local community.

The Academy will never tolerate our students being subjected to sexual violence or sexual harassment. All incidents of sexual violence and harassment will be dealt with in accordance with our Behaviour Policy and Safeguarding Policy.

At our Academy, various systems are in place to support children. These include supporting and promoting the anti-bullying week and regular promotion of the anti-bullying messages and the celebration of diversity and tolerance through the curriculum.

## 8 Care, Control and Restraint

The purpose of a Care Control and Restraint Policy and Guidelines is to support the educational and other aims of the Academy and to ensure that the conduct of all members of the Academy community is consistent with the values of the Academy. All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the document *Use of Reasonable Force (DfE guidance July 2013)*.

Physical control may be necessary on some occasions and the Academy reserves the right to use reasonable force when necessary. The degree of force would be the minimum required to control the behaviour and it would be applied in a manner that attempts to reduce, rather than provoke aggressive action. Teachers may for example, physically separate students found fighting, or may physically remove a student who is refusing to leave a room.

Physical restraint is the positive use of force and may be used in order to protect a child from risk, harming others or seriously damaging property. It may also be used when serious disruption prevents others receiving their educational entitlement.

## **9 Searching of Students**

The Academy Behaviour Policy takes full cognisance of the DfE advice regarding screening, searching and confiscation; use of reasonable force, behaviour and discipline in schools.

In the first instance staff who suspect students of having inappropriate or banned items should ask the student politely to hand over items that are not allowed in the Academy that they have in their possession.

The Principal reserves the right to authorise a search of students or their possessions (including bags) without their consent if there are reasonable grounds for doing so.

## **10 The role of staff**

Uphold the whole Academy policy by teaching and modelling expected behaviour to their students.

Challenge students to meet the Academy expectations and maintain the boundaries of acceptable conduct.

Communicate the Academy expectations, routines and values by both explicitly teaching behaviour and in every interaction with students.

To consider the impact of their own behaviour on the Academy culture and how they can uphold the Academy rules and expectations.

## **11 The role of the Principal**

It is the responsibility of the Principal, under the School Standards and Framework Act 1998, to implement the Academy's Behaviour Policy consistently throughout the Academy and to report to Governors, when requested, on the effectiveness of the policy.

It is the responsibility of the Principal to ensure the health, safety and welfare of all young people in the Academy.

It is the responsibility of the Principal to ensure that all stakeholders are aware of the Behaviour Policy.

## **11 The Role of Parents and Carers**

Each Academy is required to have, and to ask parents to sign, a Home-Academy Agreement that outlines the responsibilities of the parent and the Academy; including behaviour and attendance.

Each Academy collaborates actively with parents and carers, so that young people receive consistent messages about how to behave at home and at school.

We explain the Academy rules to students and we expect parents and carers to understand and support them.

We endeavour to build a supportive dialogue between the home and the Academy and we inform parents and carers as soon as possible if we have concerns about their child's welfare or behaviour.

If the Academy applies sanctions to punish a young person, we expect parents and carers to support the actions of the Academy. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the Academy. If parents or carers wish to pursue the complaint, they should contact the Academy in accordance with Cleethorpes Academy's Complaints Policy.

## **12 The Role of Trustees/Governors**

The Board has the responsibility for keeping this policy under review.

The Local Governing Body has the responsibility for adopting this policy and of agreeing a set of procedures for their Academy in line with the principles of the policy.

The Principal has the day-to-day authority to implement the Trust's policy and Academy consequent procedures on behaviour and discipline.

## **13 Monitoring and Review**

The Principal is to monitor the effectiveness of this policy and related procedures on a regular basis. The Principal will also report to the local governing body on the effectiveness of the policy who, if necessary, makes recommendations for further improvements to the Board.