



SIR WILLIAM ROBERTSON  
ACADEMY

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BEHAVIOUR POLICY

MARCH 2021

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## 1. The principles

1.1 The Governing Body of Sir William Robertson Academy (herein after known as the “school”) believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. It seeks to create a caring learning environment in the school by:

- promoting good behaviour and discipline;
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- ensuring fairness of treatment for all;
- encouraging consistency of response to both positive and negative behaviour; whilst considering the circumstances of each individual pupil;
- promoting early intervention;
- providing a safe environment free from disruption, violence, bullying and any form of harassment; and
- encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the school’s policy and associated procedures.

1.2 Enshrined in the school aim to ‘ASPIRE’ are the core elements of the school’s approach to appropriate behaviour: **To Support each other as members of a caring and creative community in preparation for life in Modern Britain; To Respect other people’s values, beliefs and customs.**

1.3 We believe that everybody in this school should be polite, considerate and tolerant. Our expectations are embedded in the home / school agreement and basic expectations (published in the pupil planner) and in our school aims of ASPIRE. (Appendix 1)

1.4 All strategies for managing behaviour are centred on achieving a positive climate for learning. By implementing a rewards system, by providing support structures, identifying unacceptable behaviours, and by operating clear and appropriate strategies, Sir William Robertson Academy will encourage positive behaviour. All aspects of behaviour are monitored through the SIMS system, a database from which staff can respond to patterns of behaviour and devise strategies as appropriate.

## 2. Roles and responsibilities

2.1 The Governing Body will establish in consultation with the Headteacher, staff and parents the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to pupils and parents, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of behaviour.

2.2 The Headteacher will be responsible for the implementation and day-to-day management of the policy and procedures. Support for staff faced with challenging behaviour is also an important responsibility of the Headteacher.

2.3 Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headteacher, for creating a high quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.

2.4 The Governing Body, Headteacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

2.5 Parents and carers will take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.

2.6 Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

2.7 Positive behaviour management is the responsibility of all staff and the wider school community. It is a co-operative venture: we work as part of a team. Mutual support, consistency and communication are an essential component of this teamwork.

2.8 At Sir William Robertson Academy there is a strong tradition of good teacher / pupil relationships, leading to a positive learning environment and a strong sense of a community with shared goals; all our efforts are to ensure that there is a positive climate for learning.

2.9 The Deputy Headteacher (Behaviour and Safety) oversees the management of behaviour across the school supported by the Heads of Year who lead the tutor teams in monitoring the behaviour of their tutees and intervening as appropriate.

2.10 Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential.

### **3. Encouraging positive behaviour through rewards**

3.1 A school ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping pupils to realise that good behaviour is valued. Encouragement, praise and rewards are an essential part of positive behaviour management. At Sir William Robertson Academy, rewards might include:

- Verbal praise (individual and public)
- Aspire Cards
- Fearless Learner Badges
- Written praise and feedback in books / folders
- Letters / postcards of commendation from Subject Teacher
- Activities for particular groups of achievers
- Awarding of Certificates
- Departmental Awards
- Awards assemblies
- Awards Ceremonies
- Celebration of success through newsletter
- Display of Students' Work / Projects / Achievements
- attendance certificates
- House Cup
- Rewards Breakfast

- ASPIRE Badges

3.2 The school supports a merit system which is linked to the school aim ASPIRE and pupils are awarded Aspire Cards for demonstrating these values. Multiple Aspire cards, or instances of excellent effort/achievements are recognised through Aspire Badges, which are distributed at awards breakfasts.

## Rewards – ASPIRE CARDS

- For demonstrating the values of ASPIRE you will be awarded an Aspire card
- Your teacher will record this on SIMS and your parents will receive a notification
- When you achieve multiple Aspire cards you will be awarded certificates:

| Number of Aspire cards achieved | Certificate                |
|---------------------------------|----------------------------|
| 10                              | Bronze Certificate         |
| 20                              | Silver Certificate         |
| 50                              | Gold Certificate           |
| 100                             | Headteacher's Commendation |



#### 4. Encouraging positive behaviour - support structures

- Base Tutors
- ELSA (Emotional Literacy Support Assistant) provision
- Peer Mentoring
- SENCO
- Learning mentor
- Heads of Year and the Pastoral Team
- Parental involvement
- Restorative practice
- Outside Agencies – e.g. Behavioural Outreach Service (BOSS team)
- Intervention Strategies
- Inclusion Strategies
- Post 16 'Buddy' system
- Early Help/ 'Team Around the Child' process

#### 5. Encouraging positive behaviour – principles

5.1 Children are encouraged to be READY, RESPECTFUL and RESPONSIBLE. These principles are applicable in all situations in school and underpin our behaviour strategy.

## Ready, Responsible, Respectful

### Ready

- Be punctual
- Have the right equipment
- Wear your uniform correctly

### Responsible

- Never behave in an unsafe manner
- Walk sensibly around school
- Always tell a teacher if you see or hear something wrong (bullying etc)
- Make sure you work to the very best of your ability
- Follow your teacher's instructions

### Respectful

- Treat everybody with respect
- Do not disrupt the learning of others

## 6. Identifying unacceptable behaviours

6.1 The school will exercise discretion over any behaviour perceived as anti-social, or in any way harmful to the health, safety and welfare of other individuals or the wider school community. Any behaviour that disrupts learning in any way is unacceptable, including low-level disruptive behaviour. The following list is illustrative, but not exhaustive and in order for the behaviour policy to be effective it may be necessary to recognise the interrelationship with other school policies; for example, anti-bullying policy:

- Bullying
- Smoking and/or possession of tobacco products
- Substance abuse and/or non-co-operation with the school drugs policy
- Possession and/or consumption of alcohol
- Repeated non-co-operation
- Disruption to learning
- Physical assault
- Fighting
- Incitement
- Vandalism
- Verbal assault
- Racist behaviour
- Swearing or use of inappropriate language
- Sexual abuse and harassment
- Extortion
- Theft
- Bringing electronic devices to school
- Bringing firearms or imitation firearms to school
- Bringing knives, clubs or other offensive weapons to school
- Bringing the school into disrepute

- Inappropriate use of internet or other technology
- Possession of pornographic or inappropriate materials
- Dangerous behaviour
- Anti-social behaviour
- Truancy from school
- Truancy from lessons
- Lateness to lessons
- Leaving the school site without permission
- Chewing gum at any time
- Eating outside of designated areas
- Disruption to orderly corridor and stairwell environment
- Disruption to queuing systems
- Refusal to follow instructions
- Non-co-operation with school uniform policy and standards
- Non-co-operation with school jewellery policy
- Non-co-operation with school mobile 'phone policy
- Incorrect equipment
- Excessive noise levels
- Insolence
- Possession/use of aerosols

6.2 Behaviour out of school, that has an impact on the school community, in some circumstances may be treated as though the incident had taken place during school time, with the same level of sanctions being applied as for those issues arising during the school day. This 'extension of responsibility' is reinforced by the Education and Inspection Act (2006), section 7, and entitled 'discipline, behaviour and exclusion.'

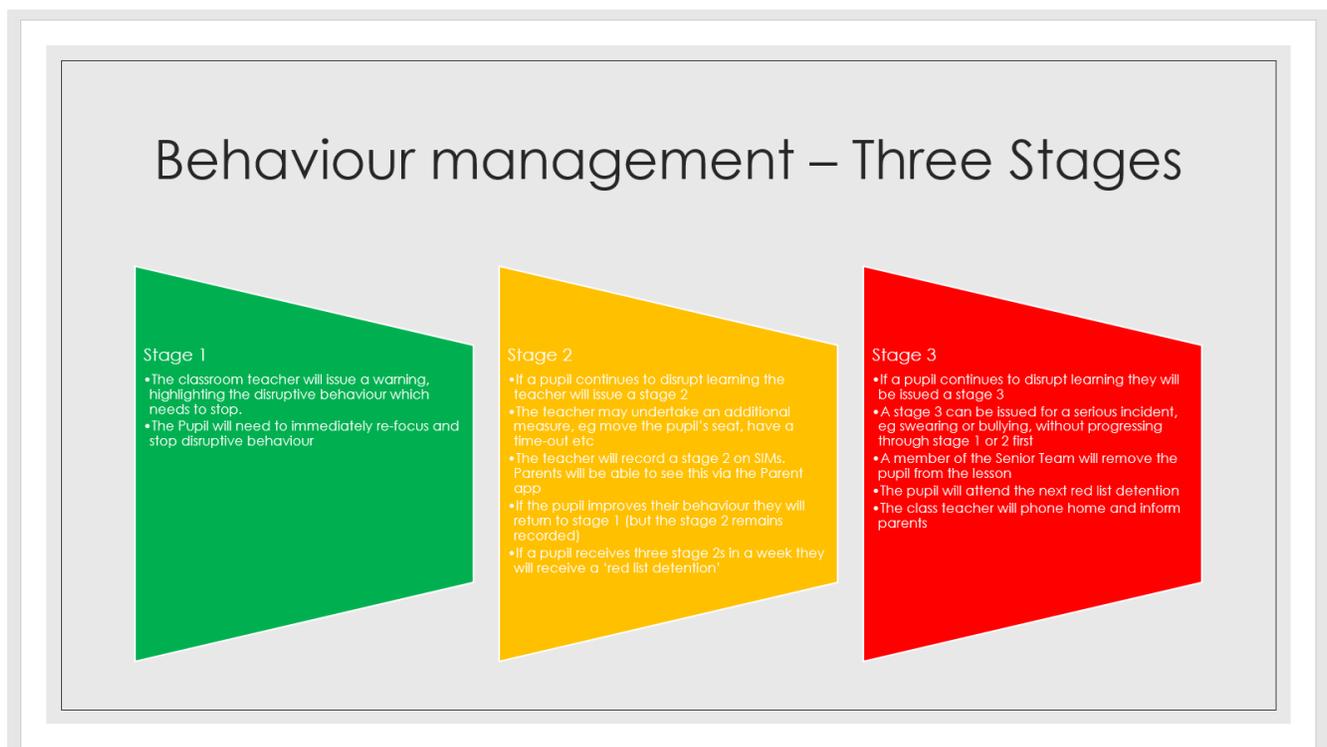
## 7. Strategies

7.1 Consequences are needed to respond to inappropriate behaviour. A range of consequences are used and their use is characterised by clarity of why the sanction is being applied and what changes in behaviour are required to avoid future sanctions. Consequences are applied according to the nature and persistence of the unacceptable behaviour being displayed and always with the intention of securing a positive climate for learning and an improvement in behaviour. In addition, strategies to support improvement are employed at all levels, appropriate support is considered and acted upon and procedures are carried out with a view to safeguarding and promoting the welfare of children and with regard to the duty to eliminate discrimination under section 149 of the Equality Act 2010. Procedures and sanctions are always undertaken with the consideration of the circumstances and needs of the individual.

- Verbal reprimand
- Rule reminder and re-focus
- Short detentions during social time
- Longer detention during social time
- Removal of social time
- Incomplete work to be completed during detention
- Social time report card
- Senior Leadership Team lunchtime detention

- Behaviour contract
- Behaviour improvement plan
- Pastoral support plan
- Attendance contract
- Attendance Panel
- Restorative practice
- Parental involvement
- Outside agency involvement and support
- Base Tutor Report
- Subject Report
- Department Report
- Head of Year Report
- Deputy Headteacher Report
- Fixed-term ban from identified areas of school during social time
- Permanent ban from identified areas of school during social time
- Ban from using school transport for fixed period
- Ban from using school transport permanently
- Fixed-term isolation
- Extended period of isolation
- Exclusion from school activity or trip
- Fixed-term exclusion from school
- Permanent exclusion from school

7.2 Teachers will use a staged approach to managing behaviour in the classroom. This information will be displayed in all classrooms and distributed to supply teachers etc. upon arrival at the school.



## **8. The power to use reasonable force**

8.1 The Sir William Robertson Academy is committed to ensuring that all our pupils and staff are able to live and work in a supportive and caring environment, demonstrating a mutual respect, so that teaching and learning can take place, in order to maximise pupils' potential achievement, at all times, our policies and procedures emphasise positive behaviour management strategies, however, in the rare circumstances that it becomes appropriate to use physical intervention, staff will follow the 'Use of Physical Intervention and Physical Contact with Pupils' policy.

8.2 This is extended to occasions when searching a pupil with or without consent.

## **9. Searching Pupils and Confiscation**

9.1 Pupils and their possessions can be searched with the student's consent and in accordance with linked school policies and current DFE guidance.

9.2 A Headteacher needs no authorisation to conduct a search for banned or illegal items without consent, other staff who conduct a search 'without consent' will only do so on the authorisation of the Headteacher and in accordance with linked school policies and current DFE guidance.

9.3 Students at Sir William Robertson Academy who fail to follow instructions regarding inappropriate items may have those items confiscated and retained. Such items might include an item that poses a threat to others, an item that poses a threat to good order for learning, an item that is contrary to school uniform rules, an item that poses a health or safety threat, an item which is illegal for a pupil to have, or an item which is counter to the ethos of the school.

9.4 In some cases, arrangements will be made with the pupil to return confiscated items to the pupil or a parent. In some cases, however, it may be appropriate to retain items for longer or dispose of the items e.g. Items of no material or emotional value that may simply be disposed of. Items of value which the pupil should not have brought to school, or has misused in some way, might, if the school judges this appropriate and reasonable, be stored safely at the school until a responsible family adult can come to retrieve them. Other items which the student should not have had in their possession, particularly of an unlawful or hazardous nature, may be given by the school to an external agency for disposal or further action as necessary.

## **10. Exclusions**

10.1 At Sir William Robertson Academy, our consistent approach is to work with pupils/ parents/ careers and any other appropriate agencies to ensure that pupils who display poor behaviour can modify it in order for the whole school community to be safe and successful. It may be necessary to issue a fixed-term exclusion as part of this process, or a permanent exclusion if necessary.

10.2 Whenever fixed-term or permanent exclusion is necessary, the school will follow the advice and guidance provided by the DfE/LA that is in force at that point in time:

**Department for Information: Exclusion from Maintained schools, academies and pupil referral units in England September 2017:**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/921405/20170831\\_Exclusion\\_Stat\\_guidance\\_Web\\_version.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/921405/20170831_Exclusion_Stat_guidance_Web_version.pdf)

## **Lincolnshire Local Authority Guidance and procedures:**

<https://www.lincolnshire.gov.uk/school-attendance/school-exclusions?documentId=186&categoryId=20019>

10.3 Exclusions, of either a fixed-term or permanent nature are seen as a very serious course of action; when all the facts have been established the Head Teacher will make the decision whether to exclude.

10.4 Parents/carers will usually be invited to attend the re-integration meeting, following fixed-term exclusion. This is an important opportunity to agree a way forward and a range of strategies may be used to help modify the student's behaviour, however, if improvements are not noted, further fixed-term or a permanent exclusion may be the result.

10.5 Under certain circumstances, for instance the serious physical abuse of other pupils, threatening behaviour towards a member of staff, theft of school property or the property of others, a permanent exclusion may short-circuit the 'support-cycle' above.

## **11. Allegations against staff**

11.1 Allegations of abuse will be taken seriously at Sir William Robertson Academy. The School will deal with allegations quickly in a fair and consistent way, providing effective protection for the student and supporting the member of staff, who is the subject of the allegation.

11.2 Should an allegation be found to be malicious, the School will take this matter seriously and discipline the student accordingly.

## **12. Training**

12.1 Training on all aspects of positive behaviour management is a regular feature of the staff training programme, to support the implementation of the policy.

## **13. Interrelationship with other school policies**

13.1 In order for the behaviour policy to be effective, it is recognised that there is an interrelationship with many other school policies and it may be necessary to refer directly to other policies in successfully implementing the behaviour policy. Key policies include attendance; anti-bullying; drugs; uniform; use of physical intervention; no smoking policy.

## **14. Involvement of outside agencies**

14.1 The school works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all pupils are met by utilising the range of external support available.



**Appendix 1 - HOME SCHOOL AGREEMENT**

|                |  |
|----------------|--|
| Name of Pupil: |  |
|----------------|--|

**The staff at Sir William Robertson Academy**

We shall aim to support all pupil to:

- Achieve their full potential as individuals
- Support each other as members of a caring and creative community
- Pursue knowledge and understanding
- Involve themselves in the wide range of activities which the school offers
- Respect other people’s values, beliefs and customs
- Extend their horizons, striving to achieve their best

**The parents/carers**

I/We shall aim to:

- Ensure that my child goes to school regularly, on time and properly equipped
- Make the school aware of any concerns or problems that might affect my child’s work or behaviour
- Support the aims of the school and any policies and guidelines for behaviour that the school implements
- Support my child in homework and other opportunities for home-learning
- Attend parents’ evenings and discussions about my child’s progress
- Get to know about my child’s life at the school

|                            |  |
|----------------------------|--|
| Signature of Parent/Carer: |  |
| Print Name:                |  |
| Date:                      |  |

**The pupil**

I shall aim to:

- Attend school regularly and on time
- Bring all of the equipment I need every day
- Wear the school uniform and be tidy in appearance
- Behave according to the school rules and expectations
- Do all of my class work and homework as well as I can
- Be polite and helpful to others
- Take advantage of all of the opportunities offered to me

|                     |  |
|---------------------|--|
| Signature of Pupil: |  |
| Print Name:         |  |
| Date:               |  |

## **Expectations**

**We believe that everybody in this school should be polite, considerate and tolerant. Our expectations are embedded in the Home/School Agreement.**

### **I am expected to:**

- work to the best of my ability
- arrive at class and other activities on time and make sure I attend every lesson
- listen to others and respect their opinions
- not distract or annoy anyone and allow them to get on with their work
- consider the impact of what I say and do on members of the school and public
- manage my behaviour in class and around school to reinforce school values
- complete my homework and all tasks to the best of my ability and meet deadlines
- wear the correct school uniform at all times
- make sure I have the appropriate equipment for each lesson
- catch up on work when I have been absent
- keep the school clean and tidy

### **I can expect my teachers and other staff to**

- arrive at class and other activities on time
- keep me informed of what I am learning and why
- help me to achieve my best
- support or help me to overcome my difficulties in learning
- mark my work and offer guidance on how to improve it
- treat all members of the school with respect and consideration
- apply our rewards and sanctions policy fairly and consistently
- follow school procedures to maintain order in the classroom