

RIPLEY ST THOMAS

A CHURCH OF ENGLAND ACADEMY



Behaviour Policy

***Includes Covid-19 safety
adjustments***

Originator: P. Wilson
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Believe.....

Contents

1. Aims
2. Principles
3. Roles and Responsibilities
4. Encouraging Good Behaviour
5. Consequence System
6. Permanent exclusion

Underpinning rationale

As a Church of England Academy we aim to foster a culture of respect for all, based on the conviction that every human being is created in the image of God and is of unique and eternal value.

With this principle in mind we strongly believe that high standards of behaviour, which allow young people to develop their potential, lie at the heart of a successful school. All members of the school community have the right to feel safe at all times and be able to work and relate confidently with each other. In dealing with issues of behaviour we aim to reflect our Christian ethos which recognises the need for justice, mercy and forgiveness.

1. Aim

Our aim is to ensure a caring and disciplined environment where standards of behaviour are impeccable and where all our pupils can thrive.

2. Principles

- The best kind of discipline is self-discipline; this is fundamental to the personal and academic development of young people.
- Rewards are always preferable to sanctions and are powerful motivators.
- All pupils have the right to learn and the responsibility to let others do the same.
- Sanctions should be proportionate, consistent and used to engender self-discipline.
- A small number of pupils may need intensive, specific support to help them manage their behaviour at times during their school career.
- Pupils thrive when parents and school work together to address issues around behaviour.

3. Roles and Responsibilities

Our expectations of pupils and staff are as follows:

Pupils must:

1. Do as they are asked by staff at all times.
2. Not refuse a reasonable request from an adult.
3. Arrive on time for lessons.
4. Treat staff and other pupils with respect.
5. Bring the correct equipment to lessons.
6. Listen in silence when someone else is talking to the class.
7. Do the work set to the best of their ability.
8. Act responsibly and safely in line with all safety guidance during the pandemic.

Staff at this academy will:

1. Seek to maintain and uphold high standards of behaviour in their classrooms, using the Academy Behaviour Policy when necessary.
2. Treat pupils with respect and dignity.
3. Seek to encourage and reward good behaviour wherever possible.
4. Not ignore behaviour which falls short of what is expected at Ripley, whether during lessons or around the school site at any other times.

4 Encouraging Good Behaviour

Good discipline in lessons and around the academy allows all members of the school community to learn and to thrive. Good discipline provides security for teachers and pupils alike. If poor behaviour is ignored, or tolerated, it impacts on teaching and learning and on the life of the school community.

Our Behaviour Management system focuses on choice and consequence. Clearly laid down consequences of behaviour are designed to help pupils make wise choices and to support the learning and good behaviour of all. Poor behaviour disrupts the learning of pupils in lessons. This is not acceptable.

The most common forms of misbehaviour are talking out of turn, calling out, not paying attention and other forms of nuisance that interrupt learning. The consequences of these and other more serious negative behaviours are outlined below.

This table details our system of consequences and gives examples of some of the unacceptable behaviours which may trigger these consequences:

5 Consequence system

| Consequences | Unacceptable behaviours |
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| Behaviour Reminder | A behaviour reminder may be given to settle and refocus either an individual or a class, for example, for: <ul style="list-style-type: none">• Poor levels of work• Talking to another student across the classroom• Deliberate distraction of others |
| B1 (First Formal warning) | A first formal warning (B1) may be issued for unsatisfactory behaviour, for example: <ul style="list-style-type: none">• Continued talking• Failure to settle to work• Distracting others• Making silly noises |
| B2 (Second Formal Warning) | A B2 (second formal warning) may be issued for continuing unsatisfactory behaviour as defined above. |
| B3 (Third formal warning) A B3 sanction will trigger a very short period of time outside of the lesson to reflect on their unacceptable behaviour. Parents will be notified via email. | A B3 (Third formal warning) may be issued if poor behaviour continues after the previous B2 warning. |

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| <p>B4 (Pupil sent to foster classroom for the lesson)</p> <p>A B4 sanction will trigger a one hour after school detention in the department as soon as possible following the incident. This will be held in the large dining room area to allow adequate social distancing during the pandemic.</p> <p>Parents will be notified through email.</p> <p>Pupils who fail to attend a department detention should be given an SLT detention which will be run on Friday after school in the dining room to allow adequate social distancing.</p> | <p>A B4 sanction may be issued if behaviour continues to be unacceptable. This will also include inappropriate language and conversations in lessons.</p> <p>The pupil will be sent to a foster classroom for the remainder of the lesson.</p> <p>The foster classroom timetable has been suitably altered to ensure pupils remain in their year group 'bubble' for safety reasons during the pandemic.</p> |
| <p>B5 (Internal exclusion)</p> <p>A B5 sanction will trigger the pupil spending the rest of the day and the following day until 4 pm in The Reflection Centre (TRC).</p> <p>Pupils will be socially distanced in TRC and at lunchtime for their safety and numbers managed adequately.</p> <p>Pupils face forward and partitions between desks will divide them at all times.</p> <p>Pupils will complete a reflection task on the consequence sanction and scheduled lessons thereafter throughout the day.</p> <p>Parents will be notified via a telephone call or email.</p> | <p>A B5 sanction may be issued either for disruptive behaviour in the foster classroom or for other serious incidents inside or outside the classroom.</p> <p><i>(If a B5 sanction is issued for poor behaviour in a lesson, a member of SLT will be called to remove the pupil.)</i></p> <p>The following behaviours are likely to lead to a B5 sanction (more serious incidents of this nature are likely to lead to B6 twilight exclusion or a B7 fixed term exclusion):</p> <ul style="list-style-type: none"> • Disruptive behaviour in a foster classroom • Severe breach of the code of conduct – including inappropriate behaviour to and from school • Truancy • Refusing a reasonable request / defiance • Severe or persistent misbehaviour when placed on red report • Refusal to obey instructions including failure to attend detentions • Physical or verbal aggression including confrontational behaviour towards another student • Breaches of health and safety rules • Walking away from a member of staff • Aggressive language • Any deliberate breach for the purpose of intimidation, such as deliberate coughing and spitting will be dealt with very seriously. <p>To complete the consequence and re-enter the community, pupils must complete the allotted time in TRC without breaking the code of conduct or the expectations of TRC (e.g. not making any noise, including speaking unless instructed by a teacher; being dedicated to the work set).</p> |

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| | <p>If a pupil does not follow the code of conduct whilst in TRC they will most likely face a B7 exclusion the following day.</p> |
| <p>B6 (Twilight Exclusion)</p> <p>A B6 sanction will trigger the pupil attending school the day following the incident in TRC from 8am until 4pm.</p> <p>Parents will be contacted by telephone by a progress leader, assistant progress leader or member of SLT.</p> | <p>A B6 may be issued:</p> <ul style="list-style-type: none"> • For a serious incident which doesn't warrant a fixed term exclusion • For a serious incident committed by a pupils who rarely displays negative behaviour and who shows obvious and clear remorse. • Following the fifth B4 or B5 <p>On the 5th B4 and or the 5th B5 the pupil will receive a B6 (twilight exclusion). Following this, every B4 or B5 sanction will result in a B6 (twilight) or B7 (fixed term) exclusion. The length of each exclusion will be dependent on the circumstances and is at the discretion of the Principal.</p> <p>A 'realignment' meeting will be held following the 3rd B4/B5 to ensure adequate support is in place to improve behaviour.</p> |
| <p>B7 (Fixed Term Exclusion)</p> <p>A B7 sanction will trigger a period of the pupil being excluded from school. Schools may exclude for up to 45 days in one school year.</p> <p>Parents will be notified by phone and a letter will be either posted home or sent with the pupil. Parents may be asked to collect the pupil from school.</p> <p>Following any fixed term exclusion there must be a reintegration meeting held with the pupil, one parent only (due to Covid-19 restrictions) and a progress leader/member of SLT. This will be arranged for the day the pupil returns to school. If parents are unable to attend, the pupil will be placed in TRC until this meeting takes place.</p> | <p>A fixed term exclusion is a serious sanction and is only issued where the breach of the Academy rules is serious.</p> <p>The following are examples of when a B7 may be issued:</p> <ul style="list-style-type: none"> • Repeated refusal of a reasonable request • Breaches of health and safety rules • Verbal abuse of staff, other adults or students • Possession of drugs and/or alcohol related offences • Wilful damage to property / vandalism / graffiti • Homophobia or racism • Bullying including verbal, physical and online • Sexual misconduct • Theft • Making a false allegation against a member of staff • Behaviour within or outside school which calls into question the good name of the academy • Persistent defiance or disruption • Fighting/assault towards another member of the community • Disruptive behaviour whilst in TRC • Smoking or using an e-cigarette on school site or in school uniform • Misuse of the fire bell |

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| | <ul style="list-style-type: none"> As stated above, following repeated B4 and B5 sanctions |
| Additional sanctions for other breaches of our expectations | |
| <p>Academy Detention (DET) (for poor behaviour outside lessons)</p> <p>Academy detention will trigger a one hour detention after school at a time close to the unacceptable behaviour. Parents will be informed by email.</p> <p>All detentions will take place in separate year group zones in large, open areas for safety reasons. Separate bubbles will not therefore be able to mix.</p> | <p>Academy detention is given to a pupil whose behaviour is below expectations outside the classroom, for example:</p> <ul style="list-style-type: none"> Persistent lateness Persistent uniform/make-up issues Dangerous behaviour Shouting, chanting, pushing in corridors Poor behaviour in tutor time Chewing gum Not respecting the school site, including the dropping of litter |
| <p>Sanctions for failure to bring equipment or to complete homework</p> <p>E 1–4 (failure to bring equipment)</p> <p>H 1-4 (failure to complete homework)</p> <p>K 1-4 (failure to complete key piece of work on the virtual curriculum).</p> | <p>Failure to bring correct equipment or complete homework is disruptive to pupils' learning. These instances will be dealt with by using the H1-4 and E1-4 Clicks on Synergy. E/H 1/2 are used as formal reminders, E/H 3/4 a one hour after school detention in the dining room.</p> <p>Pupils who receive repeated E/H4 Clicks should be brought to the attention of subject leaders and progress leaders.</p> <p>Progress leaders will monitor homework and equipment sanctions.</p> |

6 Permanent Exclusion

Permanent exclusion is an extremely severe sanction and is issued as a last resort. The academy tries to avoid permanent exclusions. A permanent exclusion may be issued for:

- a) persistent disruption and defiance including bullying (which would include racist or homophobic bullying) or repeated possession and/or use of an illegal drug or associated paraphernalia on school premises. This would be following the use of a wide range of other strategies and is an acknowledgement that all available strategies have been exhausted and is used as a last resort.
- b) an offence which is not listed but is, in the opinion of the Principal, so serious that it will have a detrimental effect on the discipline and well-being of the academy community.
- c) a one-off offence which might include:
 - Serious actual or threatened physical assault against another student or a member of staff

- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon: Offensive Weapons include any knife, irrespective of length. In addition to knives, axes, BB guns, air guns, GATT guns, catapults, slings, etc., will also be deemed to be offensive weapons. Other types of offensive weapons will include lengths of pipe, bats, other blunt instruments, or items judged by the Principal to be carried with the intention to inflict injury on another individual.
- Making a malicious serious false allegation against a member of staff
- Potentially placing students, staff and members of the public in significant danger or at risk of significant harm
- Arson
- Criminal offences committed on the Academy site, whilst representing the Academy or whilst on the way to or from the Academy

Behaviour Beyond Academy Gates

Behaviour beyond the school gate may fall within our Behaviour Policy. Appropriate behaviour is expected of all our students beyond the school gate and applies to all of our students when:

- Taking part in any school-organised or school related activity
- Travelling to and from the school or wearing our school uniform
- In some other way identifiable as a student at our school
- Interaction between pupils online

Addendum:

This section includes information about how behaviour will be managed within the Virtual Curriculum **(VC)**:

| Consequences | Unacceptable behaviours |
|---------------------------|---|
| Behaviour Reminder | A behaviour reminder may be given to settle and refocus either an individual or a class. |
| C1 | Behaviour warning in live lesson in the first instance. |
| C2 | Behaviour warning in live lesson in the second instance. |
| C3 | Behaviour warning in live lesson in the third instance. |
| C4 | Removal from live lesson for serious inappropriate behaviour. This will also be issued for persistent disruption to the lesson. A phone call home will be made by the appropriate member of staff and proportionate sanction set in the follow up. |