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HOLYROOD

— ACADEMY —



# BEHAVIOUR POLICY

Updated: January 2022

## **Behaviour Policy**

### **Core Beliefs**

- At Holyrood, the quality of learning, teaching and behaviour are inseparable, and the responsibility of all staff.
- At Holyrood, all students deserve firm clear boundaries, high expectations and to be treated with compassion.
- At Holyrood, parents and carers, students and teachers will work together in a culture of mutual respect, which nurtures excellent relationships between staff and students.
- At Holyrood, we believe that consistency of approach and a collective responsibility for managing behaviour will lead to high standards.

### **Holyrood Academy Rules**

- Follow all reasonable requests first time
- Ensure disruption free learning for yourself and others
- Treat people and property with respect

### **When working with students staff will:**

- Be calm, kind and compassionate
- Be relentlessly positive about students
- Set high expectations
- Give attention to good behaviours

Upon noticing poor behaviour staff will use the following stages, waiting for signs of improvement prior to moving to the next stage.

- 1) Notice and address** – teachers notice behaviour and use their **first response techniques** to redirect students calmly and discretely
- 2) Calm Warning** - Teachers give a calm warning to the student directing them towards the behaviour they wish to see
- 3) Appropriate Sanction** – Teachers will sanction a student using a sanction that is fair and directly addresses the behaviour.
- 4) Build relationships** – staff engage in a positive conversation outlining that the next lesson will be a fresh start and reminding the student of times they have shown excellent behaviour.

### **Persistent poor behaviour**

Where a student's behaviour is consistently below expectations within a curriculum area, support will be given to the classroom teacher through the CTL this may include:

- Departmental parking
- Subject report
- Parental meetings
- Detentions

Where a student's behaviour is consistently below expectations across school, support will be given via the Head of Year. This may include:

- Meetings with parents
- HoY report
- Individual Behaviour Plan (IBP)
- Pastoral Support Plans (PSP)

### **Behaviour outside of the classroom:**

We expect excellent behaviour during break lunch and lesson changeover. Any staff member who notices unacceptable behaviour will calmly address students and explain their concerns to the student/s. If said student/s fail to respond politely or address a staff member's concerns, they will be placed on a Red Card Detention which will be completed centrally during lunch time.

### **Consequences for poor behaviour**

The sanction will be reasonable and will take account of students' age, SEN, disability, vulnerability and any personal circumstances affecting them. Sanctions will include:

#### **Detention**

Detention will be used in response to incidents such as; not completing homework, being late to lesson, wasting time in lesson, or disrupting the learning of others. Parental consent is not legally required. Detention can take place at lunchtime or at the end of the day. When lunchtime detentions are given, staff should allow time for students to eat, drink and use the toilet. Staff will arrange detentions in order not to compromise a student's safety. Students will automatically be entered for detention if they are sent to restart.

#### **Internal isolation**

Internal isolation will be used for more serious incidents of poor behaviour or defiance. Parental consent is not required for internal isolation. During isolation students will spend a period of time with a senior member of staff.

#### **Exclusion (See Exclusion Policy)**

#### **Confiscation of inappropriate items**

Staff have the authority to confiscate items which are not appropriate to be brought to the Academy. Confiscated items will be handed into the Main Academy Reception, where a decision will be made by the Headteacher as to the appropriate course of action.

Senior staff can search without consent for inappropriate items, for example smoking related material, drug related materials, knives, alcohol, stolen items, and for any item that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

#### **Power to use reasonable force**

Staff will use reasonable force to prevent students from committing an offence, injuring themselves or others or damaging property. Staff may use force as a last resort to maintain good order and discipline in the classroom, for example to remove a student causing disruption or threat to others. This will be in conjunction with following the separate advice in 'Use Reasonable Force- Advice for school leaders, staff and governing bodies' and specialist training staff have received.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

#### **Restart Room**

The restart room is a key part of ensuring disruption free learning for all students. When a student is causing disruption to learning or demonstrating extremely poor behaviour they will be sent to the restart room in the first instance. This room is not about sanctioning students but about providing a place for students to reflect, recover themselves and complete work whilst out of their normal lesson.

### **Restart Room Aims**

- To promote disruption free learning, so that there is a culture of achievement, ambition and learning everywhere in the school, and no learning time is wasted.
- To support students in making sure they are ready for their next lesson, returning students to lessons as soon as possible.
- To encourage students to take responsibility for their own actions.
- To enable teachers to deliver engaging and creative lessons without concern for behavioural interruptions as barriers.

### **Procedures for the Restart**

- Students will arrive and complete a reflection form.
- Students will remain in the Restart room for the remainder of the lesson and will then return to their next lesson.
- Students will work from their knowledge organisers on the subject they have removed from using the schools independent study routine whilst Restart room
- Where there is a double lesson the student will remain and complete their work in restart during the whole double period.
- Restart staff will contact parents via SIMS in touch.

### **Procedure for Staff sending students to the Restart Room**

- When a student is sent to the Restart room a member of staff must right click on the students name in the register and select 'Sent to Restart' this will notify staff in the room that they student is on their way.
- Staff must add comments to this behaviour incident to ensure all parties are aware of what happened in the classroom.
- Staff must call home within 24 hours to discuss this situation with the parent and to foster a good working partnership with parents.
- On the next lesson, staff should meet the student at the door and explain to them their expectations and how staff and students will move forward together to create a positive learning environment.

Students who are sent to the Restart room frequently will be identified by HoY and supported to improve their behaviour; interventions will be communicated to classroom teachers.

## Rights and responsibilities

	Staff Rights
	<ul style="list-style-type: none"> <li>● To feel safe and supported in their working environment, without fear of being threatened or intimidated</li> <li>● To be able to teach without disruption</li> <li>● To expect an environment of mutual respect and courtesy</li> <li>● To be supported by all colleagues</li> <li>● To expect appropriate responses to reasonable requests both inside and outside of the classroom</li> <li>● To be supported by effective behaviour system</li> <li>● To expect respectful language for both staff and students</li> </ul>
	Staff Responsibilities
	<ul style="list-style-type: none"> <li>● To create a safe and positive environment for students to learn including the classroom</li> <li>● To respond positively and compassionately to every situation</li> <li>● To have high expectations of learning and behaviour</li> <li>● To remain professional, to lead by example and model expected behaviour</li> <li>● To provide engaging, well planned lessons that meet the needs of all students which demonstrate a passion for your subject</li> <li>● To know your students and build respectful, working relationships</li> <li>● To follow policies and procedures consistently</li> <li>● To use praise, rewards and sanctions fairly and appropriately</li> </ul>
	Student Rights
	<ul style="list-style-type: none"> <li>● To have access to a broad and balanced curriculum that prepares them for life beyond Holyrood through high quality teaching and learning</li> <li>● To learn in an uninterrupted learning environment</li> <li>● To have a safe learning environment inside and outside the classroom in which their physical and emotional health is considered</li> <li>● To be respected by other students and staff</li> <li>● To have a voice and feel they have been listened to</li> <li>● To have a fresh start every lesson</li> </ul>
	Student Responsibilities
	<ul style="list-style-type: none"> <li>● To work hard, be kind and join in</li> <li>● To allow teachers to teach and others to learn</li> <li>● To be punctual and attend all lessons</li> <li>● To respond positively to any reasonable request made by an adult</li> <li>● To treat the all others and the school environment with respect</li> <li>● To challenge themselves</li> <li>● To be proud of themselves, their work and the school</li> <li>● To be prepared and equipped to learn, including wearing the correct uniform</li> <li>● To work towards independence and resilience</li> <li>● To move around the site in an appropriate manner</li> </ul>

	Family Rights
	<ul style="list-style-type: none"> <li>● To know their child is safe, respected and listened to in school</li> <li>● To know their child is able to learn in a positive and supportive environment</li> <li>● To know their child is free to learn safe from discrimination, harassment and bullying</li> <li>● To be informed regularly of their child’s progress, achievements and behaviour through clear lines of communication</li> <li>● To have concerns listened to and appropriate actions taken</li> <li>● To expect high quality teaching for their child</li> </ul>
	Family Responsibilities
	<ul style="list-style-type: none"> <li>● To support the school and never undermine the school’s behaviour policy, or sanctions and rewards system</li> <li>● To ensure good attendance for their child</li> <li>● To ensure their child is equipped, well rested, fed and appropriately clothed in the correct school uniform</li> <li>● To work in partnership with the school, attend parents’ evenings and support school learning at home</li> <li>● Support the school policies and procedures</li> <li>● To Contact the school directly to raise concerns</li> <li>● Inform the school of any issues that may adversely affect a child’s learning in school</li> </ul>

**Additional Roles and Responsibilities**

**Trust Board**

The Trust Board is responsible for ensuring that the Local Governing Committees of the Academies within the MAT have a Behaviour Procedure in place, and that there is fairness and consistency across the MAT Academies.

**The Local Governing Committee (LGC)**

The Local Governing Committee is responsible for acting consistently and fairly when dealing with complaints and following the Compliments, Concerns and Complaints Policy.

**Academy Headteacher**

The Academy Headteacher has responsibility to ensure that all employees are aware of the policy and related procedures, and comply with legal requirements and to apply policy fairly and consistently when carrying out their duties.

This policy is implemented in conjunction with the following policies:

- Exclusions
- Bullying
- E- safety
- Equality and Diversity
- Home Academy Agreement

- Safeguarding
- Special Educational Needs