

John Madejski Academy Behaviour Policy

Key Document details:

Author: [L Green](#)

Owner: [L Green](#)

Date

Ratified: [17th Oct 2019](#)

Approver: [C Thornally](#)

Version No.: [1](#)

Next review: [21st July 2020](#)

Behaviour Policy 2019/20

1. Culture for Learning – Strong Leadership

'A kind, calm, purposeful school where everyone feels valued and known'

John Madejski Academy believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is essential. The behaviour management policy is firmly embedded in the Student Charter and through consistency management and cooperative discipline (CMCD). Good behaviour is recognised and rewarded and behaviour that is not supportive to learning is always challenged.

Our culture for learning (how we do things) is based on three principles:

1. Knowing all students
2. Taking a warm/strict approach
3. Framing everything positively

The purpose of this policy is to provide a framework for staff and to achieve the following aims:

- school values – hard work, determination, resilience, positivity and integrity
- promote good behaviour and discipline
- develop high self-esteem, self-management, proper regard for authority and promoting positive relationships based on mutual respect
- ensure fairness of treatment for all
- ensure students complete assigned work
- encourage consistency of response to both positive and negative behaviour
- promote early intervention
- provide a safe and welcoming environment free from disruption, violence, bullying and any sort of harassment
- encourage positive relationships with parents and carers in order to develop a shared approach in implementing the school's policy and associated procedures
- increase colleagues understanding of social, emotional and behavioural issues

The Academy recognises its duties under the Equality Act 2010 and will monitor the application of its behaviour policy. In applying the policy, it will take due regard to safeguarding and in the respect of students with SEN.

2. A Consistent Approach to Behaviour Management

Guiding Principles

- Students control their own behaviour and it is the role of the Academy to manage it. We do this through ensuring a consistent approach and having high expectations. All student behaviour has a consequence: a positive one for good behaviour or a negative one for incorrect behaviour.

- Students are managed consistently but not necessarily in a uniform manner. Where a sanction is applied, appropriate consideration will be made for any aggravating or mitigating factors.
- All students are equal but do not all have equal starting points. The behaviour policy is designed to be responsive to the individual student and any disadvantage or needs they may have and lead to improved behaviour over time.
- Incidents of positive or negative behaviour occurring during lesson time should be dealt with by curriculum areas, with the classroom teacher taking ultimate responsibility for ensuring the matter is sorted out to the benefit of the teacher and student.
- The Pastoral Support Workers or Key Stage Leaders will be the first point of contact for incidents happening outside of the classroom, but all staff are expected to take an active role in enforcing high standards of behaviour; in the corridor and other school areas, including intervening when behaviour is inappropriate.
- Parents will be informed where a student's behaviour gives cause for concern and a plan of support will be devised.

3. Classroom Management and Implementation

Consistency Management Co-operative Discipline (CMCD)

Students and staff should expect the same positive behaviour in every lesson. Staff will follow the CMCD Behaviour Policy in every lesson. This is rooted in the Student Charter.

- All classrooms will use the behaviour policy
- All classes will have a seating plan
- All teachers will display and refer to the student charter to enforce positive behaviour
- Planner and equipment always out on desk and signed by parent/carer
- Teacher puts their hand up and all to be silent or a countdown or other system to be used
- Register taken within first 5 minutes of a lesson

4. Behaviour Strategies and the teaching of Good behaviour

Positive and Negative Behaviour (P3/ C2)

Within the classroom staff will record, using the Academy's arrow system, students displaying positive or negative learning behaviours. These will be recorded on the board as P1, P2 and P3 with P2 and P3 recorded on G4S as a House Point or C1, C2

and C3. If a student is issued a C1 they will return to speak with that teacher at an agreed time between the teacher and student. If a student is issued a C2 they will have a centrally run 1 hour detention. In serious cases a C3 may be issued and the student will be removed from the classroom, internally isolated from classes and have a centrally run 2 hour detention.

Staff at John Madejski Academy will give clear encouragement and warnings to students to enable students to rectify their behaviour. Students will be encouraged to do the right thing in a positive and professional manner before a progression to C1, C2 and C3.

House points, C1, C2 and C3 will be recorded in the student planner.

Internal Referral/ Duty Principal called (C3)

If a student continues to misbehave they are to be internally referred. The student will complete relevant and accessible work. The student will then be placed in detention after school for 2 hours on the same day.

Should the student not respond in an appropriate manner in the internal referral then the student's parents/carers will be asked to attend a meeting with a member of the Academy Leadership Group.

A student can be excluded if they refuse to be internally isolated.

Isolation (C4)

For serious incidents a student may be excluded from lessons for a period of time and be internally excluded. The student will complete work away from main stream classes and reflect on their behaviour focusing on the school's values; hard work, determination, resilience, positivity and integrity. Parents/carers will attend a reintegration meeting after the exclusion and the student will be placed on report for 2 weeks.

Fixed term exclusion (C5)

In very serious cases a student may be excluded from school for a period of time. If this is the case, parents will be informed and DFE guidance followed. Students will be given work to complete at home during their fixed term exclusion. Parents/carers will attend a reintegration meeting after the exclusion and the student will be placed on a Behaviour or Pastoral Support Plan.

Implementation outside the classroom

Students are expected to behave safely and with courtesy, having respect for others at all times, both around the Academy and on their journey to and from school. The

expectations are clearly displayed in the corridors, in the student planners and by staff on duty. There is a high level of supervision at all times in the Academy to ensure that students are safe. Behaviour expectations apply to students on trips or visits.

Behaviour outside the Academy maybe subject to sanction under our behaviour policy.

5. Rewards and Sanctions

Staff will reward good learning behaviour, attendance, progress and attainment at every opportunity.

Rewards

P2 and P3 – Students who work hard and excel in classes are rewarded House points which are logged by staff to keep a running total of a student's House points. Students who participate in extracurricular activities, house competitions or demonstrate the school values in other ways are also rewarded House points.

Positive postcard/phone call – Students who excel beyond a House point will receive a positive postcard written by the subject teacher or a positive phone call to parents/carers.

Weekly House points – The top 20 students in each year group are celebrated through weekly assemblies. The top 5 students are rewarded with a 'skip the queue' token and a Learner of the Week, selected by the Key Stage, is rewarded a certificate as well as being able to participate in a reward session the following Friday afternoon.

Detentions

Break time detention: This will be used for students who are late to school.

C1 – Consequence detention: students who receive a C1 will have a detention with the classroom teacher at an agreed time and place. This will be recorded in the student planner. Failure to attend this detention will mean the detention escalates to a C2 detention.

C2 – Consequence detention: students who receive a C2 will have a detention the following day. This detention is 1 hour long. During the detention students will be expected to complete suitable work. This will be recorded in the student planner. Failure to attend this detention will mean the detention escalates to a C3 detention.

C3 - Duty Principal Detention: Students who are removed from any classroom throughout a school week will attend the C3 detention for 2 hours. Teachers who issued the C3 are expected to visit the student in the inclusion room or at the

detention in order to discuss the behaviour which led to the C3 and discuss how the student can meet expectations in the next lesson.

Reports

In order to monitor and track patterns and improvements in behaviour students may be placed on Academy Report. This is an important way of parents or carers monitoring their son or daughter's behaviour at the Academy and should be signed each day by the parent/carer and a member of staff. A student is usually on report for two weeks to their Tutor. Should the behaviour of the student not improve they will move to PSW report. Parents/carers will be informed of their child is placed on report and of any support put in place. If a student fails the PSW report parents/carers will be asked to attend a meeting at the Academy and appropriate strategies and supports will be discussed and agreed.

Statements and Investigation

Thorough investigations of incidents take place before deciding on a sanction. This will include the gathering of statements from students and staff involved, witnesses and any CCTV footage, where relevant.

6. Punctuality and Uniform

Students are expected to wear Academy uniform at all times, including school trips, unless directed otherwise. Students with incorrect uniform will be supported during line up at 8.25am.

The uniform requirements are clearly set out and regular reminders are sent to parents/ carers. Students without correct uniform will be given a sanction unless there are extenuating circumstances. Students will be provided with uniform or contact will be made with home to bring in the uniform. If this is not possible students will work away from other students and have breaks and lunch at a different time.

Students are expected to be in school by 8.25am and the front gates will close at this time. Any late students will have to enter via the back gate and will be issued a sanction. Late students will not attend Tutor Time. Any student who is late to Tutor Time or lessons without a valid reason will be issued a detention. If a student is late to school twice in a week they will attend a 1 hour detention after school.

Students out of lesson

Students will be given a permission slip if they are authorised to be out of lesson.

If a student needs the toilet

Students should not have to use the toilet during lessons as toilets will be open for use during break and lunch time. In exceptional circumstances students will be given a permission slip to go to the toilet.

7. Staff Development and Support

All Academy staff receive training on the behaviour policy.

New members of staff are inducted into the policy by their line manager as soon as possible after their start date. Staff needing further support will have access to this as necessary.

8. Student Support Systems

Early Intervention

The Academy aims to provide quality early intervention to support student behaviour in order to ensure that a student is supported in improving their behaviour. We also recognise that poor behaviour may be symptomatic of other needs or issues in a student's life. Student needs should be addressed as appropriate through or SEN or Student Services team.

Return to School Meetings

A student who has been excluded must have a reintegration meeting with the Principal or Vice Principal. A parent or carer must be present at this meeting. The Academy will consider all further support needed to support the student, including referrals to external agencies and/or a behaviour or pastoral support plan.

Pastoral Support Plan

The purpose of Pastoral Support Plan (PSP) is to provide a coherent framework to support children across different areas of their school and sometimes personal life. The PSP provides an agreed and planned series of commitments by the school, the student, the student's parents or carers, and any external agencies involved. The purpose of these commitments is to improve the student's participation, wellbeing, relationships with other students and staff, and academic success.

9. Liaison with parents

A record of all rewards and sanctions will be placed on the G4S. Parents may have access to this at any time. Rewards and sanctions will also be recorded in the students planner which is signed weekly by the parent/carer and the students form tutor. For more significant positive behaviour or serious sanctions the Academy will contact the parent or carer directly.

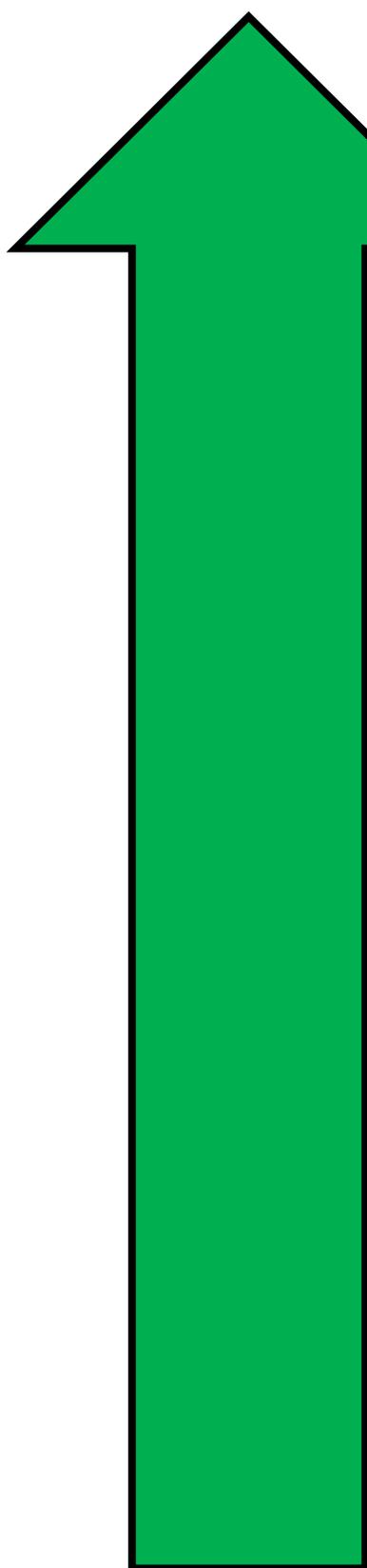
Information about a student's attitude to learning and a tally of positive and negative behaviour will be provided by subject teachers at each assessment point. This will be reported to parents through the Students' Academic Report which is distributed at parents evening and/or posted home.

10. Managing Transition

The Academy will liaise with the primary feeder schools (in the case of normal primary/secondary transition) or any previous school (in the case of casual admission). The Academy runs transition days to support the induction of primary school students into secondary school.

Appendix:

Positives



Annually	Reward Trip Academy Learner of the Year	>97% Attendance, >1,000 House Points Consistent work and effort all year exceeding expectations	End of Year Rewards Trip Certificate End of Year Rewards Trip
Termly	Awards Evening Bronze (500), Silver (1,000), Gold (1,500) Student of the Term	Effort and Achievement in each subject are rewarded Attendance Rewards House point rewards House competition winners	Termly evening event for rewards and their families Certificate and letter home End of Term Rewards Trip Consistent work and effort all term exceeding expectations
Weekly	Best Tutor Group	Highest House Points and Attendance per week	Tutor group family breakfast (Monday morning)
	P5 Principal's Learner of the Week (two per Year Group)	Making exceptional effort or progress in lessons	Certificate and letter home Reward activity Friday afternoon
Daily	P4 Positive postcard P3 Positive	Consistently positive behaviour and hard work in lessons Academic progress	House Points Certificates at Rewards Evening

Consequences

C1
(can be earned off at the end of the lesson)

Not following School Charter following prompting by teacher
Dropping litter
Incorrect equipment (tutor)

15 minute detention with classroom teacher
Written in student planner

C2
(cannot be earned off)

Repeat offence of not following School Charter
Incorrect uniform (possible internal exclusion)
Rudeness/swearing
Use of any banned item (confiscated when seen)

1 hour detention after school
Written in student planner
Logged on G4S

C3
(cannot be earned off)

Repeat offence of not following School Charter
Persistent disruption of learning
Verbal abuse/offensive language
Breach of health and safety

Duty Principal taken to Inclusion Room till 5pm
Written in student planner
Logged on G4S

Standalone 2 hour detention

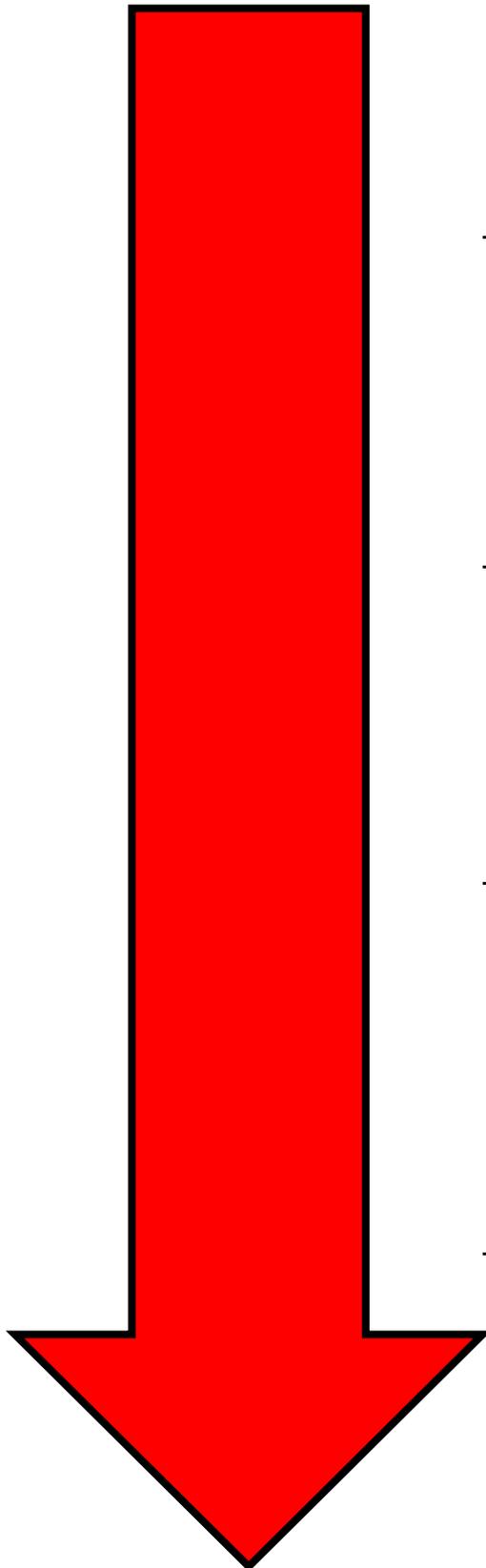
Truancy
Breach of health and safety
Bullying
Vandalism
Aggressive behaviour including swearing

2 hour detention after school
Written in student planner
Logged on G4S

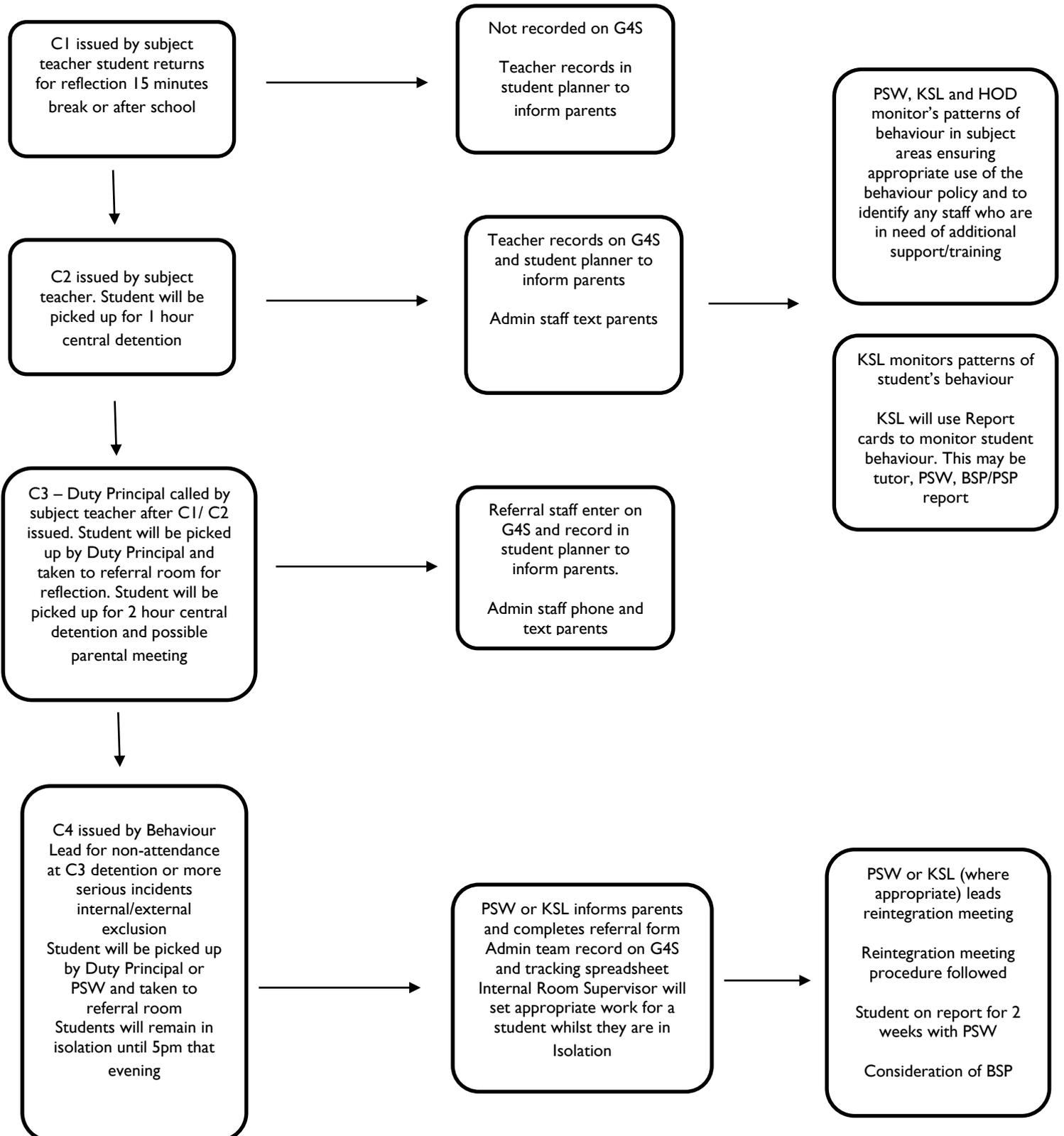
C4-5
(cannot be earned off)

As above dependent on severity
Refusal to go to Inclusion Room or attend C3 detention

Internal Exclusion/
External Exclusion



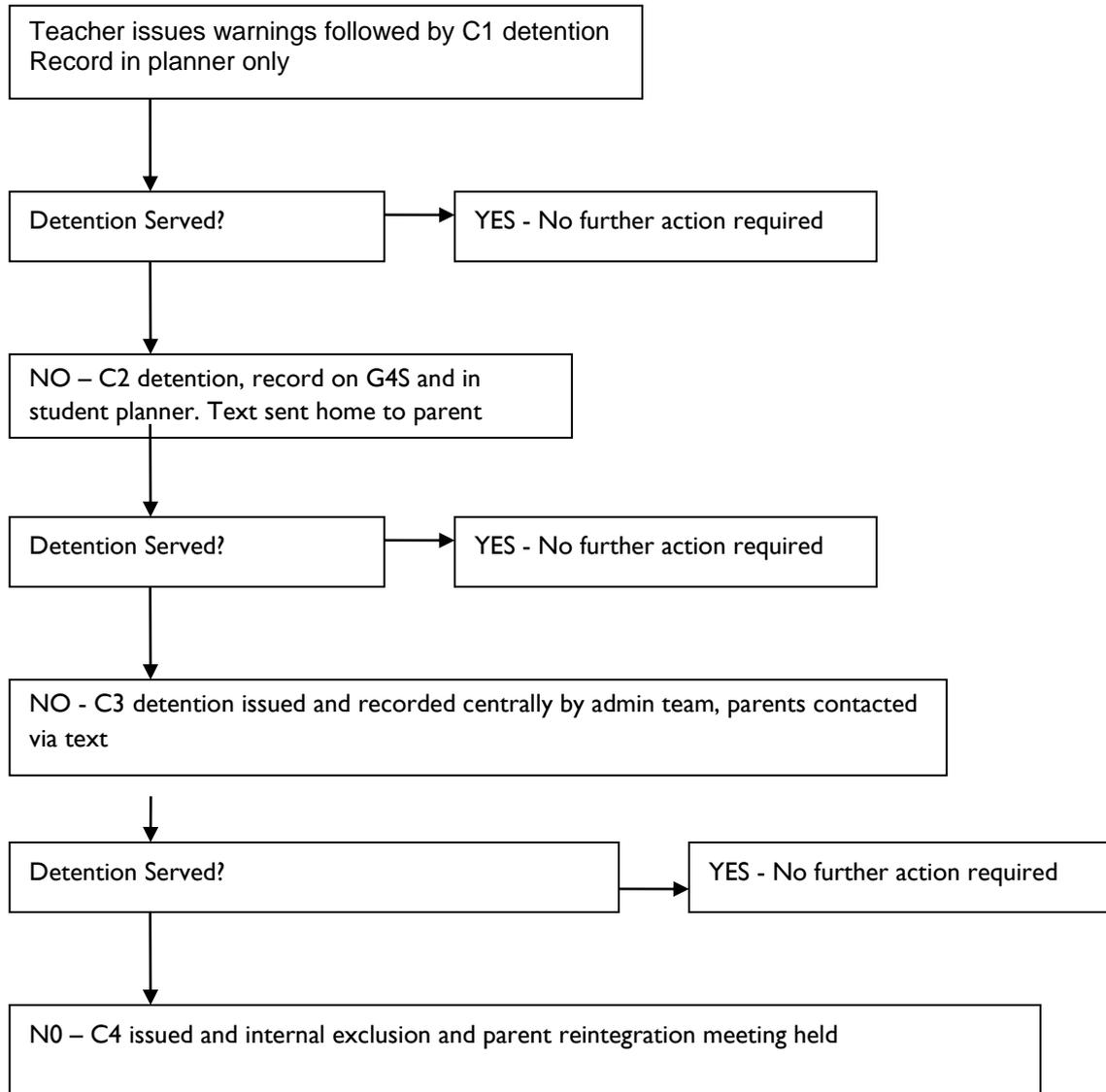
Consequence flow chart



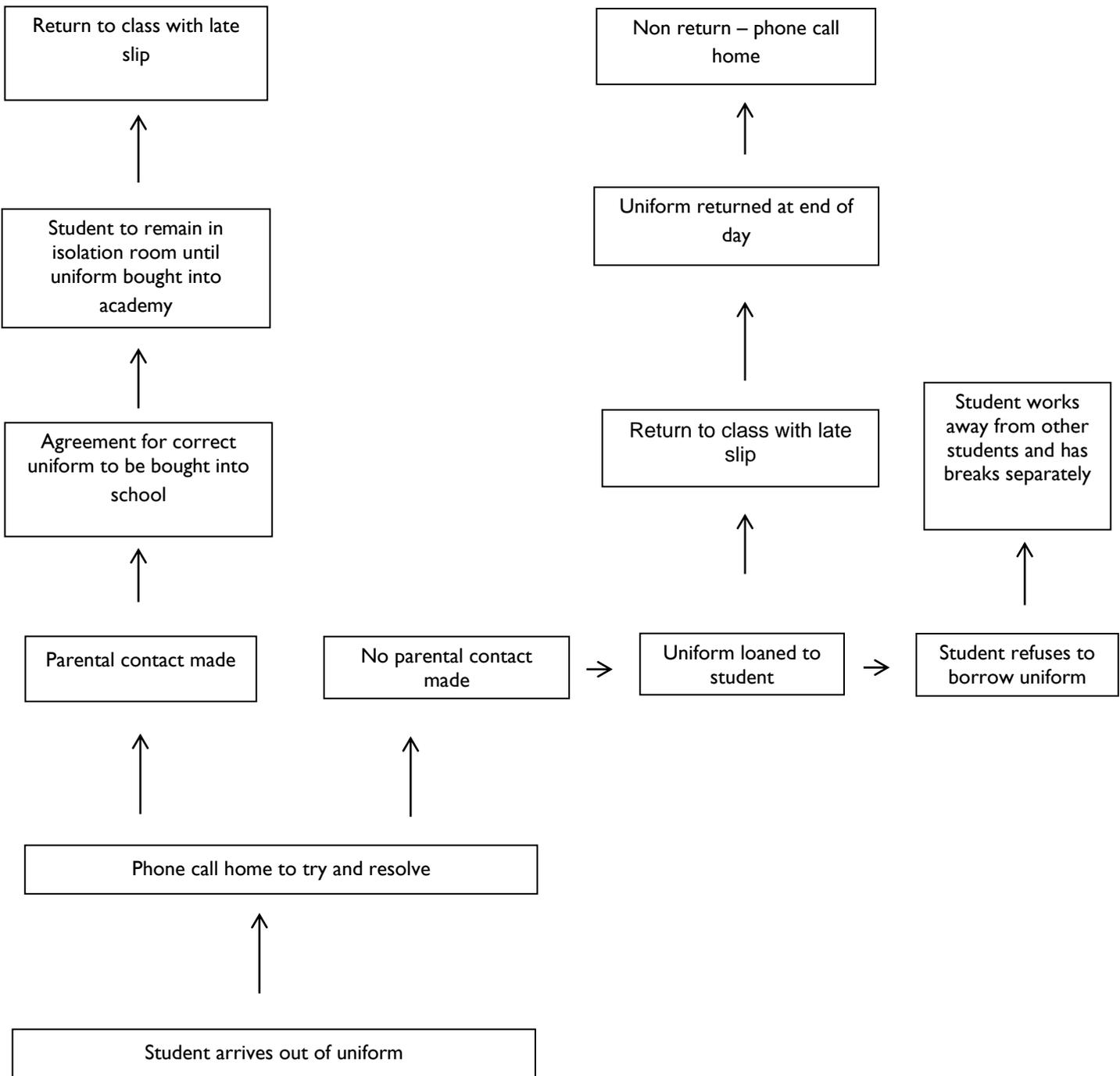
Procedure for dealing with Incidents

Process	Recording	Investigation	Serious Incidents	Exclusion
Staff Involved	All Staff	Subject Leader Pastoral Support Worker Key Stage Leader	Key Stage Leader AP VP Principal	AP VP Principal
Actions	Recorded on G4S Witnesses recorded Initial action taken Passed to Head of Year or Subject Leader as appropriate	Completed within 48 hours Witness statements recorded on correct form, witnessed and dated Incident referred to AP Inclusion Paperwork passed to admin to place in student files Feedback given to reporting member of staff within 3 days	999 called if an emergency Parents contacted Students isolated, all statements collected Guidance of AP or VP sought immediately Principal informed Investigated immediately, completed within 24 hours Witness statements gained CCTV images gained	Principal alone makes decision or Vice Principal in absence Parents contacted Work collected and sent with student/to parent/carer within 24 hours by admin team Student leaves site or is escorted to internal exclusion when management of safety agreed Reintegration meeting led by HOY where appropriate

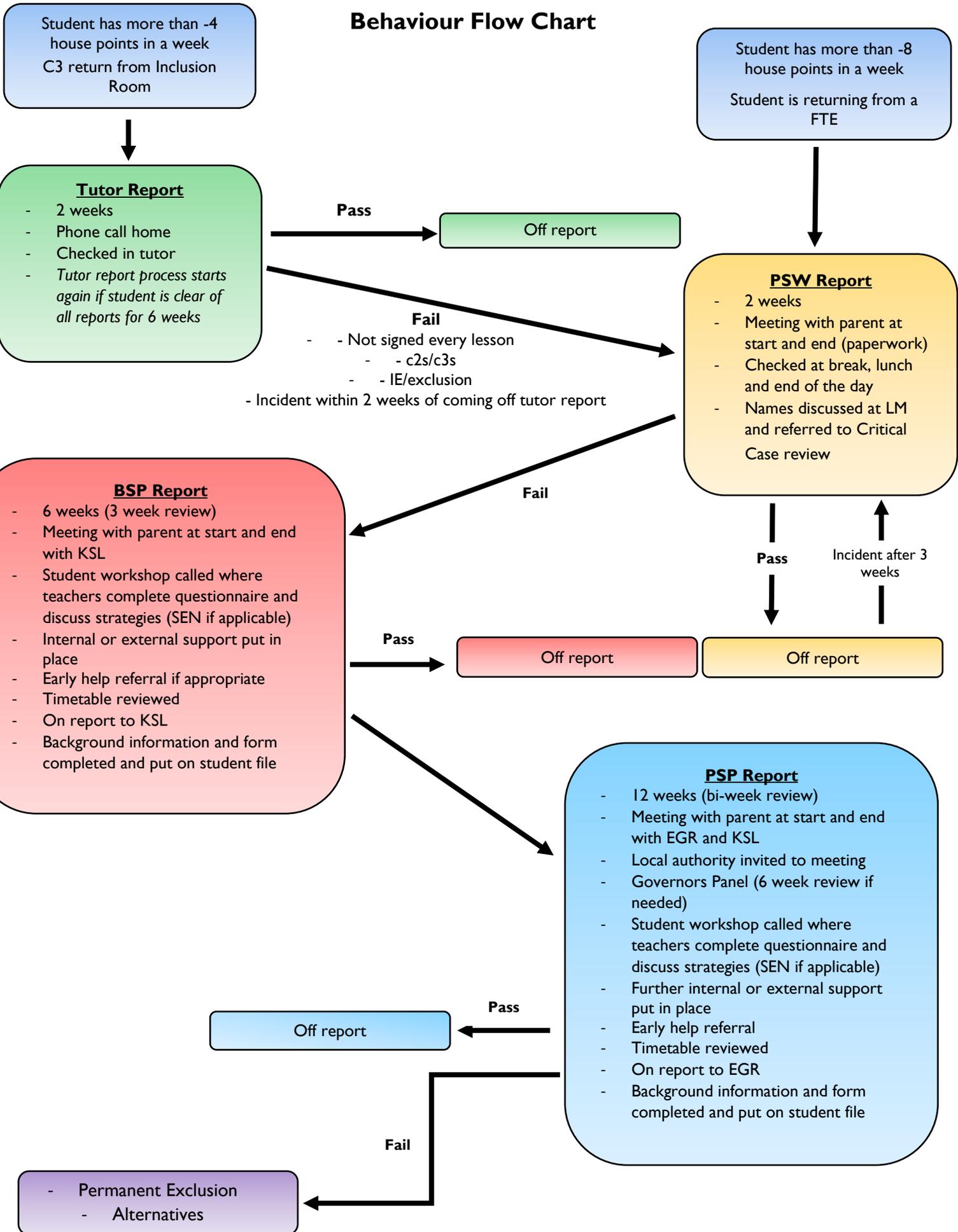
Procedure for following through on detentions



Procedure for following through on incorrect uniform



Behaviour Flow Chart



*This process will be adapted for vulnerable students where appropriate

* A manage move will be utilized to prevent and as an alternative to exclusions

JMA Inclusion Provision

Need raised through Referral Form and Line Management

Student discussed at Critical Case meeting (1 per week for Year 7, KS3, KS4) and action

Internal Support given

BSP (6 weeks, KSL)
PSP (12 week, EGR)

Alternative Provision
(Termly programmes)

Counselling
(Reviewed after 6 weeks)

Family Liaison
(Reviewed after 6 weeks)

Reset Group Work
(Termly programmes)

School Nurse
(individual or weekly sessions)

SEN and academic
intervention

Youth Support
(Reviewed after 6 weeks)

External Support Referral made

CAMHS

Counselling

Diasy's Dream

Family Worker

Liaison and Diversion

Play Therapy

PMHW

SAFE

SEN referral

Social Services

Youth Worker