



# The Ursuline Academy Ilford

## Behaviour Policy

2017

Reviewed in January 2017, to take effect from:	<b>February 2017</b>
Next Review:	<b>as and when needed</b>

**A policy designed for the:**

**PROMOTION of GOOD BEHAVIOUR**

*We are a Catholic community of faith, love and service  
rooted in the spirit of St Angela.*

*Through Christ and the Gospel and in our diverse community  
we strive to provide an environment for young women  
to flourish, spiritually, academically and socially.*

*Together we are the Ursuline Academy Ilford.*

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## Introduction

The Academy's core purpose is to enable every student to meet her learning potential within the context of the above Mission Statement, and to do so in an atmosphere which is safe and secure for all who work within it. What follows is intended to provide a clear and unambiguous outline as to how this can be achieved. The policy is intended to provide a pathway for securing a consistent approach on the part of all as the Academy seeks to maintain the highest possible standards of learning and behaviour, including uniform regulations, punctuality and attendance. Our students have told us that the following seven points should lie at the heart of any effective behaviour policy. Ursuline values this contribution and welcomes the input that the students have made:

### Ursuline **SERVIAM** Pledge

#### **7 GOLDEN RULES TO PROMOTE SUCCESS**

**STRIVE TO SUCCEED** Work hard to be the best that you can be!

**EQUIP YOURSELF TO LEARN** Prepare for lessons, bring the required books and equipment!

**RESPECT** yourself, others and your environment. We want our school to be a **BULLY FREE ZONE!**

EMAIL: [bullyingconcerns@uai.org.uk](mailto:bullyingconcerns@uai.org.uk)

**VALUE EVERYONE'S RIGHT TO LEARN** Listen to your teachers and each other!

**INSTRUCTIONS** Follow instructions, in and outside the classroom, immediately and positively!

**ARRIVE TO SCHOOL AND LESSONS ON TIME** In correct uniform worn with pride!

**MAKE A DIFFERENCE** By making a positive contribution to our school and environment!

Each student has been given a copy of this **SERVIAM** Pledge in their school planner; she is expected to keep it with her at all times, she should be able to produce it when asked by a member of staff and above all she is expected to live out the Pledge on a daily basis, in school and travelling to and from school.

## **2. Purpose**

The purpose of this Behaviour and Discipline Policy is to:

- Fulfil the Governors' duty of care to pupils and staff;
- Promote and secure the raising of standards in learning;
- Promote and secure the well-being of its pupils;
- Promote and secure the reputation of the Academy within the local community.

## **3. Establishing a Positive Ethos and Promoting Effective Learning**

This policy is intended to set out the following:

- Clearly stated expectations of what constitutes acceptable behaviour (Annex A);
- Effective behaviour management strategies (Annex B);
- Processes which recognise, teach, reward and celebrate positive behaviour (Annex C);
- Processes, rules and sanctions to deal with poor conduct (Annex D);
- A specific Code of Conduct (Annex E).

## **4. School's Power to Discipline**

From April 2007 Section 91 of the Education and Inspections Act 2006 gave teachers and certain other school staff a new power to discipline pupils. In the past, this was based on the common law principle of a teacher being in loco parentis.

- The Academy has a statutory power to discipline pupils for breaches of school rules, failure to follow instructions or other unacceptable conduct;
- All teachers and other paid staff in lawful control or charge of pupils have the power to discipline;
- The Headteacher may limit the power to apply particular sanctions to certain staff and/or extend the power to discipline to adult volunteers;
- Pupils (e.g. school prefects) cannot be given the power to impose disciplinary penalties
- The power to discipline covers behaviour out of school;
- Sanctions must be reasonable, not breach any statutory requirement or prohibition (including legislation on SEN, disability, race and other equalities and human rights), take account of pupil ages, SEN or disability and any religious requirements affecting pupils;
- Corporal punishment remains unlawful (Section 548 Education Act 1996);
- Exclusion is NOT covered by the general power to discipline as it is already covered by separate legislation (Section 52 Education Act 2002).

## **5. The Governing Body**

The Governing Body of the Academy is charged with a duty to establish the framework for the Academy's Behaviour and Discipline Policy. This Policy is therefore determined by the Governing Body of the Academy, under the guidance of the Headteacher and the Academy's Senior Leadership Team. In drawing together this policy the Headteacher acknowledges the contribution that parents and students have made, and continue to make, so as to ensure it is understood and accepted by all.

The Governing Body recognises that government has given new powers to Schools to regulate the conduct of its pupils inside school and to impose sanctions in support of such regulation. The Governing Body also recognises that schools have new powers to regulate the conduct of its pupils outside of school where such conduct directly or indirectly affects the reputation and daily life of the Academy and/or the well-being of pupils and staff.

## **6. The Headteacher**

The Headteacher is responsible for:

- Promoting and securing self-discipline amongst its students;
- Promoting and securing a proper regard for authority amongst its students;
- Promoting and securing a standard of behaviour which promotes effective learning ;
- Regulating the conduct of its students.

To achieve the above pupils and parents will each academic year receive appropriate information outlining the Academy's expectations, as well as access to copies of all appropriate policies relating to good behaviour in and around the school.

## **7. Staff**

The Headteacher's responsibility is delegated to staff. Staff are therefore expected to encourage good behaviour, challenge poor behaviour and apply all rewards and sanctions reasonably, proportionately and consistently. In particular staff are reminded that good behaviour is supported by well-planned, challenging and engaging lessons (see Learning and Teaching Policy) where high expectations are set from the moment pupils enter a classroom to the time when they leave in an ordered and calm manner, under the supervision of the teacher. Staff are likewise reminded that their responsibilities are not confined to the classroom but are exercised at all times throughout the day.

## 8. What The Ursuline Academy Ilford Expects From its Pupils

*The following expectations are high but they are achievable by every single girl in the Academy, without exception. When every girl meets these expectations, the Academy will be an even better school than it is at present. These expectations are summed up in the Serviam Seven Golden Rules for Success*

The Ursuline Academy Ilford is a Catholic Christian community in which each person, including visitors, is treated with courtesy and respect.

Students are required to maintain an aura of calm as they move around the school.

At all times staff are spoken to respectfully.

A girl will not confront staff publically even when she believes that she has been unfairly treated. Such behaviour may be regarded as intimidating and tantamount to bullying (see **Safe to Learn: Anti-Bullying Policy**).

Bullying of any kind is not tolerated, nor is the perceived harassment or intimidation of any member of staff irrespective of role or position (see **Safe to Learn....**).

All students are expected to strive towards 100 per cent attendance during the school year. Regular lateness to school and/or to lessons is deemed to be disruptive to learning, compromises high standards of behaviour and therefore deemed a serious breach of school discipline (see below **Attendance and Punctuality**).

What is often termed 'low level disruption' (such as calling out, refusal to comply immediately with instructions, turning round, talking without permission, making unsolicited comments) is regarded as a serious breach of school discipline and is dealt with appropriately (see below **Rewards and Sanctions**).

Homework is designed to promote progress in learning. Work that is set must therefore be completed in accordance with instructions.

The Homework Diary is designed to help pupils organise learning and is a key means of communication between school and home. All students are expected to follow the Academy's procedures that relate to the Homework Diary.

As well as creating a sense of belonging the school uniform identifies the Academy in public places. The uniform therefore is worn appropriately at all times, in school and on the way to and from school. Breaches of school uniform regulations are treated as a breach of this Policy.

Respect for the school environment helps to build a strong sense of community, common ownership and pride in one's surroundings. Malicious damage, graffiti, careless disposal of waste and litter, consuming food outside designated areas are all examples of lack of due care for the school environment and are treated as a serious breach of this Policy.

Issues relating to Health and Safety are paramount. Students will always act in such a way as to safeguard the Health and Safety of themselves and others. Deliberate infringement of Health and Safety regulations may well incur the most serious sanction.(See below **Health and Safety and Rewards**

**and Sanctions).**

This Policy has been developed so as to ensure the inclusion of all students with due regard to special needs, gifted and talented, ethnicity, disability, faith, looked after children and those who are on the register in relation to child protection issues. The Ursuline Academy Ilford values each individual and the contribution she makes to building community.

## **9. What The Ursuline Academy Ilford Expects From its Staff**

The following expectations are the minimum required from staff at Ursuline Academy:

Every member of staff shares responsibility for implementing the Behaviour and Discipline Policy of the Academy and all related policies.

Every member of staff is responsible for acquainting him/herself with the contents of this Policy, and with all related policies.

Staff with leadership and management responsibility ensure that those whom they line manage are familiar with this and related Policies.

Staff implement school policies consistently.

Staff show respect to students at all times by speaking to them in a calm manner and where possible addressing them by name.

Staff do not shout at pupils in order to show disapproval of their actions, words, gestures or tone.

Staff contribute to the successful impact of the Behaviour and Discipline policy by:

- taking every opportunity to praise rather than sanction;
- applying sanctions reflectively and not always in the heat of the moment;
- defusing situations before they escalate;
- using humour appropriately;
- ensuring that they deal with issues fairly and in the interests of justice.

## 10. Rewards

Praise and reward are effective tools in securing motivation in learning, raising standards, reinforcing good discipline and strengthening community cohesion. Effective discipline is achieved when standards are known, clearly communicated and understood, regularly reinforced and consistently applied. Young people generally will respond more readily to systems which acknowledge effort and achievement than to systems which emphasise sanction and punishment. She is therefore more likely than not to flourish within an atmosphere of reward and praise.

**Guidelines:** Catch her doing something good!

- Verbal praise and encouragement in and out of lessons;
- Display of pupil work;
- Commendations in exercise books and journals;
- Merit marks, awarded for consistently good effort with work or service to the Academy. These are recorded and parents are informed;
- Letters or postcards of commendation from subject staff, including the Headteacher and Senior Leadership team;
- Student of the Half Term Award in Departments;
- Pupil photograph and commendation;
- Jack Petchey Achievement Awards;
- Diocesan Citizenship Awards;
- Certificates for attendance (termly), achievement, effort and progress, service to the community;
- Annual Prizegiving celebration of Pupil Achievement and Effort.

## 11. Guidelines for Tiered Sanctions

The following is not an exhaustive list; there are other misdemeanours and sanctions which could be used at the professional discretion of staff. Where needed, clarification should be gained from a line manager or other senior member of staff.

In all cases of fixed term exclusion a meeting with parents will be held before reintegration.

Off-site education will be arranged for any pupil excluded for more than 5 days.

Any pupil excluded for more than 5 days will go onto a Pastoral Support Plan for 16 school weeks, monitored by a Senior member of staff.

Level	Type of Behaviour/Distractio	Staff involved/action	Sanction
<b>1. First instance of low level infringement of rules</b>	Off task-one off low level talking, calling out. Failure to follow procedures/instructions e.g. lining up, noise in corridors, movement.	Subject teacher or Form tutor (all staff)	<b>Verbal reminder/request</b>
<b>2.</b>	<b>As above plus.....</b> Chewing/eating Negative body language (leaning/eyes rolling etc.) Uniform infringements.	Subject teacher or Form tutor (all staff)	<b>Verbal warning Staff reprimand.</b>  Teacher logs
<b>3. Disruption to the learning of self and others</b>	<b>Any of the above following a warning or reprimand</b> Breach of rules and/or disruption to the learning of self or others <b>plus.....</b>	Subject teacher or Form tutor (all staff)	<b>Demerit</b>  Teacher logs on SIMS system and in Pupil Planner.
	Lateness to School/lessons without due cause Lack of Homework without good reason		In any half term-  <b>3 demerits=letter home- HOY</b> <b>5 demerits=1 hr. detention with HOY/SLT</b> <b>10 demerits=Saturday detention.</b>
	Anger expressed towards another pupil Negative reaction to staff reprimand		<b>Timeout (5 mins only to cool off) plus demerit</b>  Logged in planner

<b>4. Disruption to the learning of self or others and/or breach of rules</b>	At discretion of subject teacher/HOD/HOY Triggered after 5 demerits.-HOY	Action by staff who set the detention	<b>Detention/ Community service</b>
	Mobile phone sounds in lesson	HOY informed	<b>Phone confiscated</b>  Standard letter to be sent home.
<b>As above- work related</b>	Refusal to obey instructions Absence of class work in lesson Repeat offender for no homework	HOD for action HOY/FT for information	<b>Detention Referral to HOD</b>  Standard letter to be sent home.
<b>5.Serious breach of rules and/or disruption to the learning of self or others</b>	<b>Repeated</b> Low level disruption Complete refusal to follow reasonable requests followed by Rude/aggressive 'posturing' or intimidatory behaviour towards staff  Use of Foul or abusive language	Referred by staff via Reception office.  Action by SLT	<b>On call- Removal to SLT</b>  Letter to be sent home Daily report to Head of Year
<b>As above</b>	10 demerits in any one half term	Action by SLT	<b>SLT detention</b>
	Serious incidence of rudeness	Action by SLT	<b>Saturday/INSET/ Community service</b>
	At the discretion of the SLT/Headteacher	Action by SLT	Letter sent home
<b>6.Safety of students or staff under threat</b>  <b>Serious breach of rules</b>	Serious incident where exclusion has been considered (see below)	Action by SLT  HOY and Admin informed	<b>Internal exclusion to Inclusion room</b>  Letter home and /or Parental interview

<p><b>7. Safety of students or staff under serious threat</b></p>	<ul style="list-style-type: none"> <li>• Failure to respond to levels 5 and above;</li> <li>• Violence towards another pupil/member of staff;</li> <li>• Verbal threats made to staff;</li> <li>• Proven bullying-on balance;</li> <li>• Use or possession of illegal drugs, alcohol, tobacco, knives/weapons, in school;</li> <li>• Vandalism to school property;</li> <li>• Stealing;</li> <li>• Dishonesty resulting in time wasting;</li> <li>• Deliberate raising of Fire Alarm.</li> </ul>	<p>Headteacher and Governing Body</p>	<p><b>Fixed Term/Permanent Exclusion from school</b></p> <p>Return to school meeting with parents.</p> <p>Pupils excluded for more than 5 days to go onto PSP for 16 school weeks- monitored by member of SLT</p>
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## **12. Sanctions: Internal Exclusion (Inclusion), External Exclusion (Fixed Term) and Permanent Exclusion**

### **12.1. Internal Exclusion**

The facility is designed to respond to serious breaches of school discipline. It is intended to prevent a longer term or permanent exclusion from school. Internal exclusion may only be sanctioned by the Headteacher or Deputy Headteacher.

It can last for between one and five days. Parents are informed, if possible, by phone and in writing. Students are withdrawn from lessons and are not allowed to mix socially for the duration of the sanction. Work is carried out under the supervision of a member of staff.

### **12.2. External Exclusion: Fixed Term**

Only the Headteacher (or in her absence, the Deputy Headteacher) can exclude a pupil from school. Where the Deputy is acting on behalf of the Headteacher s/he will make it clear that this is the case. The Deputy may well exclude for a briefer fixed term period which the Headteacher may extend or make permanent.

The Headteacher may exclude up to 45 days in one academic year.

For exclusions up to and including 5 days, it is the parent or carer who has responsibility for the care and welfare of their daughter throughout the period of exclusion. They have a duty to know the whereabouts of their child during this time. Work will be provided by the school and should be returned to school for assessment following the exclusion.

For exclusions over five days, i.e. from the sixth day and beyond, the Academy has the responsibility for ensuring that alternative educational provision is made. The Academy will endeavour to ensure that such alternative provision is made in conjunction with another Catholic School within Redbridge. Where such a facility is used, it will be preceded by a meeting at 'host school' for both the pupil and the parent with a Deputy Headteacher from that school along with a Senior member of staff from Ursuline.

Parents are informed by telephone, wherever possible. A child is given a formal exclusion letter to take home to a parent and a copy is sent by post. Every effort will be made to inform the parent by phone. In the event that a parent cannot be contacted by phone, the exclusion may be deferred and the child internally excluded. A return from exclusion meeting is scheduled with the Headteacher or a Senior member of staff. The child will not be permitted to return to class until this meeting has taken place.

All such exclusions follow statutory guidance as determined by the Department for Education.

### **12.3. External Exclusion: Permanent**

This is the most serious sanction a school can impose and is never taken lightly. It may well be preceded by a fixed term exclusion in the first instance whilst an investigation is being carried out. Permanent exclusion from school can be as a result of a one-off first offence.

A decision to exclude permanently from school is more likely than not to be considered in any one of the following circumstances:

- Where there has been serious actual or threatened violence against another pupil or member of staff;
- Sexual misconduct or assault;
- Supplying an illegal drug, possession or misuse of an illegal drug or solvent;
- Bringing an offensive weapon into school, or the use of any implement as an offensive weapon;
- Making a malicious and false allegation against a member of staff;
- Setting off or possession of fireworks;
- Deliberate setting off of fire equipment/alarm.

### **12.4. Standard of Proof**

The basic standard is the civil standard 'balance of probabilities' which means that she is more likely than not to have done what is alleged. The more serious the alleged offence, the better the evidence to substantiate the decision to exclude must be. This then gives rise to a 'distinctly more likely than not' standard where the Headteacher may have to consider evidence of a pupil's past behaviour, if relevant to the seriousness of the present allegation.

## **Annex A: Expectations of Acceptable Behaviour**

Every pupil in Ursuline Academy is expected to:

- have an excellent attendance record;
- be punctual for school and for lessons;
- be prepared for lessons;
- work to the best of her ability at all times;
- behave in such a way that enables others to learn;
- complete and hand in homework to schedule;
- express ideas and opinions in a respectful manner;
- follow the instructions of staff immediately and without question;
- wear the school uniform at all times in accordance with policy;
- adhere to rules on the wearing of jewellery;
- respect the environment of the school, and the property of others;
- follow all rules relating to health and safety, including fire drills;
- behave in and out of school in a way which reflects its good name.

**Any girl who does not have a record of good behaviour may not attend outings.**

To facilitate this teachers are expected to be familiar with and implement all policies relating to the well being of each pupil especially *Promotion of Good Behaviour, Learning and Teaching, and Safe to Learn*.

## **Annex B: Effective Behaviour Management Strategies in the Classroom**

*'The quality of learning and teaching and behaviour in schools are inseparable issues and the responsibility of all staff' (Practitioners Group, October 2006).*

- Be familiar with the details of relevant policies;
- Apply the Policies consistently;
- Get to class on time, ready to welcome the students to class at the door;
- Learn and use the names of pupils as early as possible;
- Have ready a well structured lesson plan, which engages pupils in their own learning;
- Operate a classroom seating plan;
- Make known teacher expectations in terms of effort and behaviour;
- Be acutely aware of specific learning needs of individual pupils;
- Use praise as a means of engaging and motivating;
- Be intolerant of anything which may be deemed as low level disruption;
- Make known the sanctions for any disruption to learning;
- Clearly register disapproval of lateness to class by using the appropriate sanction;
- Seek the support of senior colleagues where necessary by using the 'on-call' facility;
- Use humour to defuse potentially difficult situations;
- Avoid personalising situations ('you wouldn't do that at home, so don't do it here...');
- Never use sarcasm to show disapproval.

In addition:

- Staff use Assessment for Learning, such as peer and self-assessment, to increase pupils' involvement in their learning and promote good behaviour;
- Staff recognise that pupils are knowledgeable about their school experience, and have views about what helps them learn;
- Staff have regular opportunities as part of their own development to discuss and learn about behaviour;
- Staff are able to identify those pupils who have learning and behavioural difficulties.