



STUDENT GOOD BEHAVIOUR POLICY, INCLUDING REWARDS AND SANCTIONS

Review Date:	March 2008	Last review date:	N/A
Policy Adopted:	August 2007	Next review date:	TBD

This Policy incorporates the Academy's vision and core values.

Introduction

It is Spires Academy's belief that students have the right to learn in a supportive, caring and safe environment and that high standards of behaviour allow this to occur. It is the responsibility of all people within the Academy to maintain a calm, caring and purposeful atmosphere about the Academy. Spires Academy believes that the plentiful, appropriate use of rewards will encourage students in their efforts and achievement and will lead to a desirable decrease in the use of sanctions.

Purpose:

The purpose of this Policy is to:

- have clear expectations of good behaviour and conduct
- encourage best practice on the part of staff in developing and maintaining good behaviour amongst students
- encourage and promote good behaviour
- promote a positive atmosphere in and around the Academy based on a sense of community and shared values
- develop opportunities for students to take responsibilities for themselves and others and to become involved in the running of the Academy
- maintain a healthy balance between rewards and sanctions
- ensure parental involvement and support in maintaining standards as part of the partnership between the Academy, student and home
- tackle instances of bad behaviour in a firm, clear manner, separating the behaviour from the child
- ensure that a secure written record is kept of serious sanctions imposed on students.

Guidelines

- Central to developing and maintaining good behaviour and discipline is the Academy's own Code of Conduct containing Rights and Responsibilities.
- Any Academy rules, relating to premises and personal standards, should support and reinforce the Code of Conduct, clearly outlining the reasons for being applied.

Procedures

- The student reward system involving a credit system with merits, certificates and badges operates in all Key Stages. This is supplemented by departmental awards such as Praise Postcards etc. Home contact to praise good behaviour and achievement is valued highly by parents and students alike and should be a regular form of praise for each Learning Area.

- Good behaviour is the responsibility of all staff and students. They are supported and reinforced by a management referral structure which identifies clear procedures for dealing with unacceptable conduct. Members of the SLT will be visible and support colleagues in their work to maintain high standards of student behaviour. A group of students will form a peer mentoring group to work with younger students to develop good personal behaviour.
- Termly Presentation and Celebratory events are held to reward students, past and present, for effort and achievement. A formal Presentation Event is held in the October following external examination results.
- Assemblies and collective worship are seen as key channels for promoting and maintaining an ethos of corporate responsibility, consideration of the individual and moral values. Deputy Heads of School in charge of mini-schools will establish and reinforce this ethos in their work with their mini-school.
- The Academy's PSHE and Citizenship programmes seek to reinforce positive values amongst students focusing on such topics as relationships, self-esteem, leadership opportunities, working with others etc.
- The Academy recognises the importance of parental involvement and endeavours to maintain regular contact with parents to celebrate good behaviour as well as inform on any poor conduct. Behaviour and discipline may also be addressed through Pastoral Meetings with the Deputy Head of School – Inclusion, the appropriate Deputy Head of School and Student Support Manager in charge of the mini-school, the tutor, the SENCo, parents and any external support services as necessary.
- Sanctions should be used sparingly and only after the student has been warned as to the consequences of their behaviour. Staff should use de-escalation techniques to defuse situations wherever possible. Serious breaches of the Code of Conduct may warrant a detention at lunch or after lessons in order to make up lost learning time. Any such instances will be recorded, communicated to the Director of Learning, tutor and mini-school staff and parents. Each after-hours detention must be communicated to parents in writing and give at least 24 hours notice. Transport concerns will be taken into consideration and alternatives considered before a detention is given but will not automatically stop a detention from taking place. In more serious cases fixed term exclusion or, in extreme cases, permanent exclusion may be used. (Refer to the Exclusions Policy.) There will be a written record of the sanction imposed and served. A report on Behaviour will be prepared for the Governing Body each half-term.
- The Deputy Head of School – Curriculum will ensure that good behaviour and pastoral issues are addressed within the schedule of CPD of all staff.