

Rockwood Academy

Behaviour Policy – 2022-23



DELIVERING A
CORE EDUCATION

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1. Introduction

- 1.1 Positive behaviours and self-regulation support effective learning. CORE Education Trust's Behaviour Policy seeks to promote and encourage student attitudes and behaviours which lead to the creation and maintenance of a safe and supportive climate for learning, underpinned by high quality teaching, a stimulating learning environment, and consistently applied rewards and sanctions.
- 1.2 This policy outlines the high behavioural standards the Trust expects from all its students. This policy is reviewed every year by the Board of Trustees.

2. Aims and Objectives

By setting high standards of expected behaviour, the Trust and its academies aim to:

- promote positive relationships that safeguard and promote the welfare of students, creating a safe and effective learning environment;
- maximise the quality of the learning experience for all students, enabling everyone to learn effectively;
- enable students to understand the implications of their behaviour, to regulate their own behaviour and most importantly to take responsibility for their behaviour;
- ensure every member of the Trust community feels valued, respected and treated fairly;
- provide an ethos and environment within which everyone feels safe;
- foster mutual respect between students and their peers, and between staff and students;
- raise awareness amongst students for the need to recognise and manage their emotions and reactions; and
- support students who may find adult interaction, friendship and co-operation difficult.

3. Application of Policy

- 3.1 This policy applies to all members of the Trust community. Each academy within the Trust will additionally apply sanctions for behaviour that takes place outside of academy premises where it is reasonable to do so.
- 3.2 When deciding whether it would be reasonable to impose a sanction for poor behaviour outside of the academy staff will consider:
- 3.2.1 whether the student is taking part in any academy-organised or academy-related activity, travelling to or from the academy, wearing school uniform or is in some other way identifiable as a student at the academy at the time of the poor behaviour; and/or
- 3.2.2 the severity of the misbehaviour, whether the student's behaviour could have repercussions for the orderly running of the academy, whether the behaviour poses a threat to another student or member of the public or could adversely affect the reputation of the academy and/or Trust.

4. Roles and Responsibilities

All members of the Trust community are expected to follow this policy. Roles, responsibilities and expectations of each section of the Trust community are set out in detail below.

4.1 Board of Trustees

The Board of Trustees has overall responsibility for setting the organisational culture, ethos and core values of the Trust, and this behaviour policy promotes the high standards of behaviour expected in line with this ethos.

The Trustees will hold the CEO, Executive Team and Headteachers / Heads of School to account for the implementation of this Behaviour Policy.

4.2 The Chief Executive Officer and Executive Team

The CEO and Executive Team will ensure that this Behaviour Policy is applied consistently across the academies within the Trust and will report back to the Trustees on educational outcomes, behaviour management, support strategies and early intervention for students requiring additional support. The CEO and Executive Team will ensure that senior staff receive regular continuing professional development and receive regular training on behaviour management.

4.3 Local Governing Body

The Local Governing Body in each academy will review and monitor the application and implementation of this policy by receiving regular standardised reports from the academy Headteacher. Local governors will scrutinise relevant data, review relevant suspension and permanent exclusion decisions and act as a point of challenge for decisions taken by the Headteacher. Local governors will ensure they receive relevant training on suspensions and permanent exclusions and information about positive behaviour strategies.

4.4 Headteacher

Each Academy Headteacher, with support from their respective Senior Leadership Team, will ensure that staff are supported and up to date with policy changes. They will ensure that lessons are well taught, effectively managed and that staff regularly and effectively self-evaluate their behaviour management strategies. The Headteacher and Senior Leaders will monitor how staff implement this policy to ensure rewards and sanctions are applied fairly and consistently. The Headteacher will act as a source of support and guidance for staff on behaviour management strategies and discipline.

4.5 Staff

All staff will:

- apply this policy fairly, proportionately, consistently and without discrimination, taking into account SEND as well as the additional challenges that some vulnerable students may face;
- promote a teaching and learning ethos which encourages all students to attend and participate in lessons whatever their level of ability or need;

- model positive behaviour;
- record incidents of any given sanctions in line with the schools "Behaviour Procedures";
- provide praise, rewards and reinforce positive behaviour;
- focus on de-escalation and preventative strategies rather than being solely reactive;
- consider the welfare of the whole Trust community and ensure that the majority of students' education is not jeopardised by the disruptive behaviour of a minority of students;
- contribute to the development of systems which support and reinforce positive behaviour;
- recognise that there may be contributory factors which affect student's behaviour and respond according to individual need;
- identify students who are experiencing difficulties in developing or sustaining appropriate behaviour;
- contact parents / carers if there is a problem with attendance, punctuality or equipment and about any concerns or problems that affect their child's work or behaviour;
- engage with and attend all training and development sessions to continually improve behaviour management and learn from best practice.

4.6 Parents and Carers

Parents and Carers play an important role in ensuring good behaviour from their children. Parents and Carers are required to sign an academy's home school agreement when their child joins the academy, and subsequently at the start of each academic year. Parents and Carers are also expected to:

- support the academy in the application and enforcement of this policy;
- inform the academy of any challenging behaviour exhibited at home, special education needs or changes in circumstances that may account for changes in their child's behaviour;
- ensure their child attends the academy on time, appropriately dressed, fed, rested, and equipped;
- work with the academy in support of their child's learning;
- attend meetings at the academy with staff to discuss their child's behaviour and adhere to any parenting contracts put in place;
- inform the academy in writing of any medication their child needs to take (see the "Supporting children with medical needs" policy);
- in the case of a suspension, provide appropriate supervision for their child during the first 5 days of suspension, ensure that their child is not present in a public place during academy hours without reasonable justification and, if invited, attend a reintegration interview at the academy with their child.
- to take responsibility for their children's activity out of school. In particular, we expect that parents will monitor internet activity so that students are not enabled easily to engage in bullying or harassment of other members of the school community through social networking sites.

4.7 Students

Reminders of the academy's "Behaviour Procedures" and expected standards of behaviour for learning in lessons should be made clear to all students. Students are expected to have a positive attitude and maintain high expectations for themselves.

Academies should place an emphasis on self-regulation to develop a culture in which students understand that they are ultimately responsible for their behaviour choices.

5. Rewards

It is important to encourage good conduct by celebrating and rewarding good behaviour. Each academy adopts its own reward system which should be based on the four CORE Values. The approach to rewards will be clearly set out in the Behaviour Procedures information for each academy.

6. Sanctions

6.1 Where a student's conduct falls below the standard which could reasonably be expected of them the academy will consider imposing sanctions. All sanctions will be reasonable and proportionate to the circumstances of the incident and due consideration will be given to the student's age, any special educational needs or disability, any religious requirements and any concerns around safeguarding. The approach to sanctions will be set out in the Behaviour Procedures information for each academy.

6.2 The particular level of sanction will depend on the severity and regularity of the behaviour. The academy uses a range of sanctions in response to incidents of poor behaviour. These sanctions may include:

- verbal reprimand
- confiscation of a student's property
- extra work or repeating unsatisfactory work until it meets the required standard
- short term, temporary removal from a class or groups
- detention including during breaks, lunchtime or after school
- education off-site for a designated period
- suspension or permanent exclusion

6.3 Academy staff aim to work in cooperation with parents and carers to understand the reasons behind their child's behaviour and put in place a clear support strategy for modifying and addressing that behaviour. The Trust recognises the importance of effective home-school communication and will endeavour to communicate with parents regarding students' behaviour when necessary. When a sanction is imposed, parents and carers will be informed.

6.4 The Trust encourages restorative justice – this is the principle of empowering students to resolve conflicts on their own and in small groups - and students are encouraged to apologise to their peer group and/or to staff for rudeness or a lack of respect.

6.5 Each academy will also consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff will follow the academy's safeguarding policy. They will also consider whether continuing disruptive behaviour might be the result of unmet educational or

other needs. If staff reasonably believe this to be the case, they will consider whether a multi-agency assessment is necessary.

6.6 Under no circumstances will illegal or inappropriate items be tolerated in any of the academies, and all students will respect and look after the academy premises and environment. The following is a non-exhaustive list of behaviour that is regarded as completely unacceptable and will result in disciplinary actions and possibly in suspension, depending on the circumstances:

- physical abuse to/attack on staff
- physical abuse to/attack on students
- any form of bullying (to the extent not covered above)
- child on child abuse
- indecent behaviour
- damage to property
- gambling on academy property
- recording or taking images of students or staff without their express consent
- consuming, carrying, supplying or misusing of illegal drugs and alcohol and other substances including “legal highs”
- carrying, supplying or taking prescription drugs or non-prescription drugs without lawful reason
- theft
- serious actual or threatened violence against another student or a member of staff
- sexual violence, such as rape, assault by penetration, or sexual assault
- sexual harassment, meaning unwanted conduct of a sexual nature
- carrying an offensive weapon
- arson
- malicious allegations against staff
- racist, sexist, homophobic or other forms of discriminatory behaviour
- persistent truancy

6.7 Each academy within CORE Education Trust will follow the DfE statutory guidance when taking a decision to suspend or permanently exclude a student. The DfE guidance on suspensions and permanent exclusions is available at www.gov.uk/government/publications/school-exclusion

6.8 **Suspensions:** A suspension can only be issued by the Headteacher. Parents/carers will be notified of any suspension.

6.9 If a student with a social worker is at risk of suspension or permanent exclusion, the headteacher will inform the social worker as early as possible.

6.10 If a student who is a looked-after child (LAC) is at risk of suspension or permanent exclusion, the headteacher will inform the VSH (Virtual School Headteacher) as early as possible.

6.11 Following a suspension, and before the student returns to school, a reintegration meeting between the parents/carers and the school will be arranged. The purpose of the reintegration meeting will be to discuss strategies, and agree any actions, to try and ensure that the behaviour which led to suspension does not occur again. A written record of any actions agreed by the parents and the school at the reintegration meeting will be

produced. A copy of this record will be kept by the school and a copy will be sent to the parent/carer. For the first five days of any suspension the school will set work (which may be online) for the student and the student will be expected to complete the work and return it to the school for marking. If a suspension is for longer than 5 days, the school will arrange suitable alternative full-time education from the sixth day.

- 6.12 **Permanent exclusions:** The decision to permanently exclude a student is a serious one and can only be made by the Headteacher. Parents will be notified of any permanent exclusion. Permanent exclusion will usually be the final step in a process for dealing with disciplinary offences, where all other possible disciplinary sanctions have failed to be successful. There will, however, be exceptional circumstances where, in the judgement of the Headteacher, it is appropriate to permanently exclude a student for a first or serious 'one-off' incident.
- 6.13 There is not a definitive list of serious one-off incidents that may result in permanent exclusion, but serious one-off incidents may include the following types of behaviour: serious actual or threatened violence against another student or member of staff, bringing a weapon or banned item such as illegal drugs on to the school premises, serious damage to school property, arson, or theft. Permanent exclusion will only be used as a sanction of last resort, in response to a serious breach, or persistent breaches, of this behaviour policy and where allowing the student to remain in the academy would seriously harm the education or welfare of the student or others in the academy.
- 6.14 For the first five days of any permanent exclusion, the school will set work for the student and the student will be expected to complete the work and return it to the school for marking.
- 6.15 The local authority (LA) is responsible for providing full-time education from the sixth school day of any permanent exclusion.
- 6.16 Once a permanent exclusion has been issued by the Headteacher, a panel of three governors from CORE Education Trust will be convened to review the school's decision to permanently exclude the student. This meeting should be arranged within 15 school days, and parents will be notified of the date of the governors review meeting by letter. In some circumstances it may not be possible to meet the 15 school days deadline, in these cases, a meeting will be arranged as soon as it is practical to do so. In line with the DfE guidance on suspensions and permanent exclusions, the decision made by the governors at the governors review meeting will not be invalid simply on the grounds that the meeting did not take place within 15 school days.
- 6.17 The social worker / VSH will be invited to any meeting of the governing board about the suspension or permanent exclusion. This is so they can provide advice on how the student's background and/or circumstances may have influenced the circumstances of their suspension or permanent exclusion. The social worker should also help ensure safeguarding needs and risks and the student's welfare are taken into account.

7. Students with Special Educational Needs and/or Disabilities

- 7.1 In the context of this policy, a child is considered to have SEND if he or she:

- has difficulties in learning which are significantly greater than the majority of other students of the same age; or
- has a disability which prevents or limits them from accessing the curriculum; or
- has behavioural, emotional or social difficulties which impact adversely on their learning and progress.

7.2 The Trust is aware that continuous disruptive behaviour can be a result of unmet needs. If such needs are identified, the academy will do all it can to ensure that the student receives appropriate support. The Trust is conscious of its legal duties under the Equality Act 2010 in respect of students with disabilities and will make reasonable adjustments to this policy to avoid any substantial disadvantage that a student may face as a consequence of their disability compared to their non-disabled peers. A reasonable adjustment that may be made would be to impose a lesser sanction for a student whose behaviour is in consequence of their disability than would be imposed for a student exhibiting the same behaviour who does not have that disability.

7.3 A personalised behaviour plan will be used for children with SEND whose condition causes them to display challenging behaviour and advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed. Please read the Trust's SEND policy and the school's SEN Information Report for more information.

8. Investigating Incidents

8.1 Initial investigations of minor infractions may be carried out by a member of staff/teacher on their own. Further investigations or initial investigations of more serious offences must be carried out by two staff together. Students may be asked to provide written, signed and dated statements. Where a student is unable to write their own statement, for example due to SEND, they will be asked to describe to staff what they saw or heard, and the member of staff will make a note of the response. Any questions raised by staff will be open and non-leading. If the police wish to question the student, the academy will ensure that a responsible adult is present at all times and will inform the student's parents of what has happened as soon as possible.

8.2 The Trust uses Close Circuit Television ("CCTV") within its premises. The main reason for this is to provide a safe and secure environment for students, staff and visitors. If behavioural incidents are recorded on CCTV the footage may be viewed as part of the investigation and the content considered before imposing a sanction. Please see the Trust's CCTV policy and privacy notices for more information.

8.3 When more than one student is involved in an incident and the interpretations of an event differ, then every effort will be made to try to find the truth. If this still remains unclear, then the staff members involved will use their professional judgement to come to a conclusion on the balance of probabilities.

8.4 In exceptional circumstances, students may receive a suspension pending an investigation, as a neutral act, if there is a possibility that the welfare of other students may be compromised by that student remaining in the academy.

9. Search, screening and confiscation

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

9.1 Confiscation

Any prohibited items found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student. Prohibited items include:

- knives or weapons
- alcohol
- illegal drugs
- "legal highs"
- stolen items
- e-cigarettes, tobacco and cigarette papers
- fireworks
- pornographic images or
- articles that have been or could be used to commit an offence or cause harm

9.2 Any item that is deemed to be harmful or detrimental to school discipline will also be confiscated. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

9.3 Staff may seize an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this.

9.4 Searching a student

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves. Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the student, and there will be another member of staff present as a witness to the search. An authorised member of staff of a different sex to the student can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

9.5 When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff and ensure a written record of the search is kept.

- 9.6 If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the student. During this time the student will be supervised and kept away from other students.
- 9.7 A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the student has agreed.
- 9.8 An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the school premises or where the member of staff has lawful control or charge of the student, for example on a school trip. Before carrying out a search the authorised member of staff will:
- Assess whether there is an urgent need for a search
 - Assess whether not doing the search would put other students or staff at risk
 - Consider whether the search would pose a safeguarding risk to the student
 - Explain to the student why they are being searched
 - Explain to the student what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
 - Explain how and where the search will be carried out
 - Give the student the opportunity to ask questions
 - Seek the student's co-operation
- 9.9 If the student refuses to agree to a search, the member of staff can give an appropriate behaviour sanction. If they still refuse to co-operate, the member of staff will contact a senior leader or designated safeguarding lead to try and determine why the student is refusing to comply.
- 9.10 The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming themselves or others, damaging property or from causing disorder.
- 9.11 The authorised member of staff can use reasonable force to search for any prohibited items listed in section 9.2, but not to search for items that are only identified in the school rules. The authorised member of staff may use a metal detector to assist with the search. An authorised member of staff may search a student's outer clothing, pockets, possessions, desk or locker. Outer clothing includes:
- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt),
 - Hats, scarves, gloves, shoes, boots

- 9.12 A student's possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items (listed in section 9.2) and items identified in the school rules.
- 9.13 The member of staff who carried out the search should inform the DSL without delay and record details of the search onto CPOMs and inform parents that a search has been carried out as soon as reasonably practicable.
- 9.14 Irrespective of whether any items are found as the result of any search, the school will consider whether the student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search). If this is the case, staff will follow the school's safeguarding policy and speak to the DSL. The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

9.15 Strip searches

The authorised member of staff's power to search outlined above **does not** enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

- 9.16 Before calling the police into school, staff will assess and balance the risk of a potential strip search on the student's mental and physical wellbeing and the risk of not recovering the suspected item.
- 9.17 Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.
- 9.18 Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the student(s) involved. Staff retain a duty of care to the student involved and should advocate for student wellbeing at all times.
- 9.19 Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the student's parents to inform them that the police are going to strip search the student before strip search takes place and ask them if they would like to come into school to act as the student's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).
- 9.20 The student's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises and monitor them for any trends that emerge.
- 9.21 For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the student, except in urgent cases where there is risk of serious harm to the student or others.

One of these must be the appropriate adult, except if the student explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present

during the search **and** the appropriate adult agrees. If this is the case, a record will be made of the student's decision, and it will be signed by the appropriate adult.

9.22 No more than 2 people other than the student and appropriate adult will be present, except in the most exceptional circumstances. The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the student
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the student, unless the student specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the student specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the student could be seen by anyone else.

9.23 After any strip search, the student will be given appropriate support, irrespective of whether any suspected item is found. The student will also be given the opportunity to express their views about the strip search and the events surrounding it.

9.24 As with other searches, the school will consider whether the student may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

9.25 Staff will follow the school's safeguarding policy and speak to the DSL. The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

9.26 Any student(s) who have been strip searched more than once and/or groups of students who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

9.27 **Screening**

The academy may, from time to time, require students to undergo screening by a walk-through or hand-held metal detector (arch or wand) regardless of whether they suspect the student of having a weapon and without the student's consent. If the student does not agree to undergo the screening the academy has the right to stop them from entering the premises and will treat the student's absence as unauthorised.

10. Use of reasonable force

10.1 The Trust strives to provide a safe learning environment for all students. All members of staff (and anyone whom the Headteacher has given the responsibility to be in charge or in control of the students) are lawfully permitted to use reasonable force to prevent students committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline in the classroom. Any incident of reasonable force or restraint will be recorded, and parents/carers informed.

- 10.2 This power extends to times when staff are lawfully in charge of students but are off the academy premises i.e., on a school trip. There is no definition of when it is reasonable to use force and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.
- 10.3 Sometimes, students may get anxious or agitated and strategies used to help students calm down such as using communication skills, distraction techniques and removing triggers may not yield results. On rare occasions staff may have to use physical interventions to ensure the student's own safety, the safety of other students and staff, or to ensure that property is not seriously damaged.
- 10.4 All incidents where students need to be held to help them to calm down will be recorded and parents/carers will be informed as a matter of course.

11. Bullying

- 11.1 The Trust will take all reasonable measures to ensure the safety and wellbeing of all students and staff and this includes protection from bullying. Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. This can include emotional, physical, racial, sexual, verbal (direct or indirect) and cyber-bullying. Further information about the school's approach to preventing and addressing bullying can be found in the school's Anti-Bullying Policy.
- 11.2 The Trust wants to make sure that all students feel safe in the academies and are accepted into the Trust community. The Trust's ethos is one of inclusion and equality; bullying of any kind will not be tolerated.
- 11.3 Bullying can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and students. The Trust practices a preventative strategy to reduce the chances of bullying, and the anti-bullying policy is instilled in the Trust's curriculum, through the active development of students' social, emotional and behavioural skills, assemblies and is embedded in daily academy life. It is made very clear to students what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in disciplinary action.
- 11.4 If an allegation of bullying does come up, the academy will:
- take it seriously
 - investigate as quickly as possible to establish the facts
 - record and report the incident; depending on how serious the case is, it may be reported to the Headteacher
 - provide support and reassurance to the victim
 - make it clear to the 'bully' that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and staff will make sure that they understand what they have done and the impact of their actions
 - discuss the matter with both parties, bring them together and insist on the perpetrator seeing the other person's point of view; sometimes the no blame approach is used, sometimes negotiation and sometimes sanctions

- ensure that if a sanction is used, it will correlate to the seriousness of the incident and the 'bully' will be told why it is being used
- consider whether suspension is appropriate in light of the circumstances
- ensure parents/carers are informed

11.5 The Trust believes students should be able to enjoy using social media in a safe environment but recognises that there are inherent threats in using social media which could harm the welfare of students and staff at its academies. Where a member of staff has reasonable grounds to suspect that a student is using social media in an inappropriate way, which could cause harm to another person in the Trust community, the member of staff should report this to a member of the academy's Senior Leadership Team. Following any such report an investigation will follow during which an authorised member of staff may ask that the student gives them access to their social media account. In the event that the student refuses to cooperate and will not give access to an authorised member of staff during an investigation this could lead to an adverse decision taken against the student.

12. Complaints

If parents have any concerns or complaints over the application or implementation of this policy, they should raise their concerns with a staff member or the Headteacher in accordance with the Trust's complaints policy. If the concern relates to a suspension, the statutory procedure set out in the DfE suspension and permanent exclusion guidance will be followed.

CORE Behaviour Policy			
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CORE Rockwood - Behaviour Procedures 2022 onwards. Updated September 2022.

Working together to create a culture of **Collaboration, Opportunity, Respect and Excellence.**

The following procedures are underpinned by the principles of the CORE Education Trust Behaviour Policy.

The central principle of our approach is that: **we should treat each other as we would wish to be treated, within a culture of absolute respect.**

Rockwood Academy's approach is a blend of warmth, kindness and assertiveness. In setting out to achieve this, we have established a series of '**Behaviour Procedures**' to support students in self-regulation, as well as developing their understanding of our high expectations. In this, we are prioritising students' preparedness for the wider world.

The **BASE** principles and our CORE values which underpin school life, combine to provide all students with the Social and Emotional capacity to grow healthy as well as a set of principles to live by. **BASE** requires us all to build a sense of **belonging** for every individual, so students feel cared for, valued and safe. Rockwood Academy recognises that we need to provide opportunities for **autonomy** in the daily lives of our students. This helps students to make positive decisions as well as encouraging them to demonstrate **Social** and **Emotional** competencies which in turn will raise their Self Esteem.

The long-term objective for all our students is that they will connect with school and staff and choose to display socially acceptable behaviour in their everyday lives, whilst still feeling they can be themselves.

Student Code Of Conduct

Rockwood Academy has created a Code of Conduct, based on the latest research and best practice. The Code is split into three distinctive areas, requiring our young people to be:

Ready

- We always wear correct and smart uniform at all times and always have the right equipment for learning
- We always attend school and all lessons on time and follow our lesson routines
- We make the most of all opportunities for learning and follow our routines
- We give 100% effort towards academic achievement by completing work and homework on time.

Respectful

- We use good manners and are kind to everyone at all times
- We speak and act respectfully to all, representing our school positively
- We keep the school tidy and litter free, only eating/drinking in designated spaces
- We always follow all instructions 'first time, every time'
- We are STARS in all learning sessions
- We show respect for school property and others' property in the school community.
- We are always truthful and honest.

Safe

- We always walk quietly, calmly and purposefully
- We are always in the right place doing the right thing
- We do not bring in any items that might cause ourselves or others harm
- We keep our hands and feet to ourselves, respecting others' space
- Our mobile phones/devices or headphones are not seen or heard on site
- We report any concerns to an adult to resolve them together.

Routines for Learning

Routines are essential for high quality teaching and learning to take place. We use simple routines to engage students and the expectation is that they are performed consistently across the Academy. These routines are known as STARS:

Stand or sit smartly

Sit straight and upright.

Track the speaker

Show that you are listening: follow closely; look at the speaker.

Actively Engage

Be on task, 'actively' engaged and give every activity 100% effort.

Respect

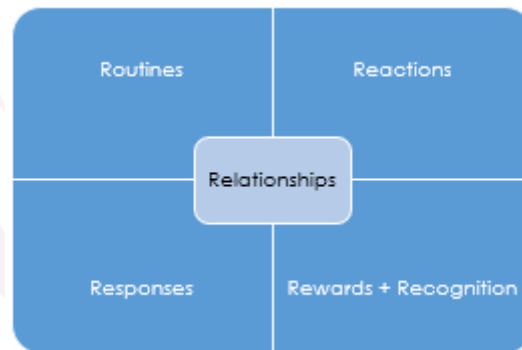
Never interrupt. Present your work with pride and celebrate the success of others.

Speak clearly and confidently

All responses must be conveyed in full sentences.

Strategies to Maintain Good Behaviour

Rockwood Academy uses several key strategies to maintain respectful behaviour. Managing student behaviour is based on highly positive relationships. As required, Rockwood staff will spend time correcting and coaching students to make appropriate choices. The diagram below highlights this strategy.



The process of managing student conduct is as follows:

Stage 1: Verbal warning. This is followed with a reminder of the Rockwood '**Code of Conduct**'.

Stage 2: A C20 is issued. A C20 is a 'central correction' administered by any member staff, for a break of the Code of Conduct, after a verbal warning and reminder. This is scheduled after close of the standard Academy Day. Currently, staff escort students to the designated room from 3.10-3:30pm. Subject teachers who have issued the C20 correction will then collect students from the designated room and hold a coaching, reflection and restorative conversation to support the student. A fresh start is agreed.

Stage 3: A C40 is issued. A C40 is a 'central correction' and can be applied to students who repeat the same / different element of the Code of Conduct within the classroom and do not modify behaviour as a result of conversations and / or C20 sanctions being implemented. A C40 can also be issued to students who have missed corrections.

Subject teachers who have issued the C40 minutes correction will then collect students from the designated room. They will provide coaching, reflection and restorative conversations and return them to the central location. A fresh start is agreed.

Stage 4: A C60 is issued. A 60-minute 'central correction' with a YGC or subject teacher can be issued as a more serious sanction. YGC will collect students and place them in the designated room from 3.10-4:10. Subject teachers who have issued the 60-minute correction will then collect students from the designated room. A 60-minute 'central correction' is issued automatically to:

- Students whose conduct requires a response from additional staff (Respectful / Safe)
- Those late to Academy without valid reason (Ready). Rockwood Academy school day begins at 8:35am each day and is the same for all year groups. forgetting their planner (Ready).
- Playfighting/boisterous behaviour outside/inside a classroom (Safe) Considered a danger to others (Safe)

Members of staff who issue a C60 must provide coaching, reflection and restorative conversations on the evening of the sanction. All students will complete corrections on the same day.

Stage 5: Core Coaching/ reflection (Appendix 1).

Isolation is a term no longer used at the Academy. Students can be removed from lessons and placed in another lesson if their conduct means that they cannot remain in their current lesson because the teacher has exhausted all available strategies, including issuing a 20/40/60 minute 'Correction'.

Core Coaching

On the occasions that students need further therapeutic intervention. This can be for a period of time and involve reflection and coaching by designated staff / external agencies in the CORE Coaching room known as the reflection room.

Stage 6: Some students may move to stage 6 and supported with the following:

- Community Service
- Form Tutor support time
- Pastoral support
- Senior support
- CORE Academy Support (CAS)
- Personalised Support Plan
- Managed Move
- Fixed Term Exclusion

All students who are issued a C20, C40 or C60 will complete the 'Central Correction' on the same day. The Academy will text parents to inform them of the 'Central Correction' out of courtesy by 2pm each day and, under DFE legislation (see above), parental consent is not required. The academy is legally entitled to use detention or in our terms 'central correction' as a means of correcting poor behaviour.

Rockwood Reports

Rockwood will use personal student reports where appropriate. – Reports are directly linked to the monitoring of sanctions and provide clear targets for improvement. Reports are used to support student conduct and are reviewed weekly. There are five levels of report - Form Tutor, Year Group Co-ordinator, Head of Year, Assistant Headteacher, Deputy Headteacher and Headteacher. Students are given two clear targets linked to our 'Code of Conduct', based on their behaviour data, to support them to improve.

Types of behaviour that may result in a 'Central Correction'

C20:

- After a reminder warning for breaking the code of conduct a C20 will be issued. For example:
- Late to a lesson
- Not bringing in correct equipment for lessons
- Not completing tasks set by the teacher
- Not completing homework
- Lack of effort
- Not using good manners or being kind
- Not acting respectfully to all staff or students
- Not following instructions 'first time every time'
- Not wearing uniform correctly

C40:

- A C40 is issued when a student has not modified his/her behaviour after a C20 has been issued
- A C40 will be issued to any student who fails to attend a C20 without a valid reason for the absence. This will be at the discretion of the YGC.

C60:

- If a student has been removed from a lesson because they did not modify their behaviour.
- Failed to attend a C40 sanction without a valid reason. This will be at the discretion of the YGC.
- Students that are late to academy without a valid reason (Ready)
- forgetting their planner (Ready)
- Playfighting/boisterous behaviour outside/inside a classroom (Safe)
- Causing a potential health and safety concern in the class or outside the classroom
- Persistent defiance or refusal to accept responsibility for conduct

David Cooke. Deputy HT, Personal Development and Wellbeing. September 2022-23



CORE Rockwood Behaviour Procedures – 2022-23

Appendix 1 – Stage 5

As noted in our behaviour procedures, Rockwood Academy's approach is a blend of warmth, kindness and assertiveness linked to our CORE values of Collaboration, Opportunity, Respect and Excellence. Isolation is a term no longer used at the Academy. Students could be removed from lessons once they have reached stage 5 of our behaviour procedures after all restorative conversations have been attempted by the classroom or responsible adult. There are two options that will be considered at this stage. These are:

- Parked in another lesson to self-regulate and have a period of time out
- Placed in the reflection room for coaching (therapeutic intervention).

On the occasions that students require further therapeutic intervention we have recognised the need to use the 3 M's and the BASE method in our approach towards working with our students. We believe that these methods ensure that students can quickly re-focus and return to lessons having the tools to make appropriate choices as well as looking after their Cognitive and Social wellbeing.

The 3 M's

The 3M's provide students and staff with a sense of maintaining cohesion. This includes working to a set **Model** in which all aspects of our lives are **Manageable** and that we can find **Meaning** in what we are doing or are a part of.

Reinforcing and reviewing the three M's becomes key for living our lives mentally secure. As a pastoral team, we work with students so that they are able to identify what is good for them and help them to build up a range of positive resources or experiences. Students can draw upon and reuse this for the intended purpose of improving their mental health and wellbeing and enable them to deal with the situation they find themselves.

Our team, understand that the most important part is to find the **Meaning** in what we are doing. Our students, because of their age, will need the **Meaning** to be in this very moment! For some students, they will not have the capacity to comprehend the long term or appreciate the lasting impact on their lives. They are only interested in the moment. If we are unable to find the **Meaning** or purpose in

something you are engaged in, then there will be little or no motivation to find the right Model for our lives or to find a way of **Managing** it.

The **BASE** principles and the CORE values which underpin school life, combine to provide all students with the Social and Emotional capacity to grow healthy as well as a set of principles to live by. **BASE** requires us all to build a sense of **belonging** for every individual, so students feel cared for, valued and safe. Rockwood Academy recognises that we need to provide opportunities for **autonomy** in the daily lives of our students. This helps students to make positive decisions as well as encouraging them to demonstrate **Social** and **Emotional** competencies which in turn will raise their Self Esteem.

The long-term objective for all our students is that they will connect with school and staff and choose to display socially acceptable behaviour in their everyday lives, whilst still feeling they can be themselves.

At stage 5, quite often there is a broken relationship with teaching or support staff. It is crucial that the student recognises that time spent with staff is a time to consider alternative actions in the future or to highlight what the school can do to assist the student in seeing the sense of belonging. Our staff are committed to assisting and supporting students. Our aim is to build the right "**BASE**" for every student.

Parking or the reflection room:

Parking a student:	Reflection room:
After all restorative conversations using 3M's methodology student is still making a deliberate decision not to follow school rules. (Ready, Respectful & Safe). C60 issued for the end of the day with class teacher to spend more time rebuilding the relationship.	Student is showing highly irrational behaviours. Student has been demonstrating aggressive behaviour which presents a risk to our community and does not demonstrate our CORE values.
Relationship with the class teacher has broken down. C60 issued to reflect and correct at the end of the day with the class teacher to review (Ready, Respectful and Safe).	Relationships with several teachers have broken down. Therapeutic intervention is required to refocus the student and offer support.
Student is able to rationalise actions and understands the need to work in another classroom to regain focus and be ready for future learning.	Student is making very poor decisions, not following the code of conduct and not meeting our CORE values. Student will need to be refocussed in the reflection room.

The reflection room:

Once a student is placed in the reflection room, they will be given 5 -10 minutes (egg timer) to take time out from any given situation. After this period the Pastoral Team will offer support to refocus students. The flow diagram illustrates what will be completed.

What the Coach (Pastoral Team) and those working with students need to do:

Be patient: We understand that change doesn't happen immediately and will come with small steps over a period of time.

Be understanding: Student behaviour is very seldom personal and can be considered normal reaction of a person adjusting to change and sometimes experiencing stress.

Remain Calm: Reacting to poor behaviour by revealing personal emotions can in fact trigger a worse reaction in students. As hard as it may seem the team will not to react. We will always offer praise and re affirm positive behaviour as this will speed up the process of change and recovery.

Our team use the 3M's within the questioning/coaching period in the following stages to manage the moment when a student enters the reflection room.