



Waltham Toll Bar Academy

Behaviour Policy

Date reviewed:	October 2023	
Approved by:	LGB	March 2024
Next review due by:	October 2024	

For Office Use Only:

Policy Version: 2.1

To make changes to this policy, please
email admin@lincolnshiregateway.co.uk.



Lincolnshire Gateway
Academies Trust

1 Introduction and Purpose of this Policy

1.1 This policy addresses the promotion of positive behaviour, in accordance with Waltham Toll Bar Academy's values, in relation to children and young people's personal, social and moral development, and also our general policy on rewards and sanctions with regard to student's behaviour.

1.2 DfE has issued advice to schools entitled 'Behaviour and Discipline in Schools'. This has been adopted and incorporated into the Academy behaviour policy.

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

1.3 We regard behaviour and attitude as a highly important aspect of a young person's education and development. We believe that it is important that they learn to behave well towards others and towards the community in which they live. Good behaviour underpins effective learning, and children and young people need good personal and social skills in order to live fulfilling and rewarding lives as adults.

1.4 Behaviour which, in any way, disrupts learning, is unacceptable in our Academy, and through the constant promotion of positive behaviour, we seek to minimise, if not eliminate any such behaviour. We will endeavour to meet the needs of all children, including those who require additional support.

2 Aims and Objectives

2.1 It is our primary aim that every member of the Academy community feels valued and respected, and that each person is treated fairly and well. We are a caring community, the values of which are built on mutual trust and respect for all.

2.2 Our Behaviour Policy is not primarily concerned with rule enforcement: it is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

2.3 The Waltham Toll Bar Academy expects all stakeholders to behave in a considerate way towards others.

2.4 We aim to treat all of our students with equality and to apply this Behaviour Policy consistently.

2.5 Waltham Toll Bar Academy's Behaviour Policy is therefore intended to support all members of our academy community in living and working together in a mutually beneficial way. It aims to promote an environment in which everyone feels safe, secure and able to achieve.

2.6 This policy aims to help students grow in safe and secure environments, and to become positive, responsible and increasingly independent members of the Academy and the wider community.

2.7 Our Academy aims to promote and reward good behaviour nurturing an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

3 Expectations of Students at our Academy:

3.1 Students should always be:

- Supportive of the Academy's Behaviour Policy.
- Polite and Courteous.
- Smartly dressed in our uniform including their equipment (see Student Planner for details).
- Respectful of others, including their health and wellbeing.
- Aware of what is in their possession so not to bring in any banned items (see Student Planner for details).
- Hardworking in all they do.
- Careful to look after their own and others' property.
- Well behaved in and out of lessons, during transition between lessons and on the journey to and from the Academy.
- Supportive of the Academy's high standards and reputation.
- Good ambassadors for the Academy.

3.2 Remote Learning

Whenever students are accessing remote learning, they should continue to abide by the Student Code of Conduct. They should also:

- Log in to the online lesson on time.
- Have books and stationery ready before class begins.
- Mute their microphones and turn off cameras when instructed to do so by their teacher.
- Use appropriate language when using the chat facility.
- Students should not take screenshots or record any part of their lesson unless requested to do so by a teacher.

4 Rewards

4.1 We praise and reward children and young people for good behaviour in a variety of ways:

- Praise
- Communication home to parents/carers
- Special responsibilities e.g. Prefects
- Awards Assemblies
- Educational Visits

Teachers praise children and young people for considerate, positive behaviour in such a way as to underline its value to the academy.

We award our students for consistently good work, a positive attitude to their studies, their behaviour in and around the academy and the community, outstanding effort or acts of kindness, good attendance and punctuality.

4.2 All teachers will acknowledge the efforts and achievements of young people, both within and beyond this Academy. Related policy: Rewards policy.

4.3 Our Academy uses a number of sanctions to enforce Academy rules, and to ensure a safe and positive learning environment. Appropriate sanctions are imposed if students fail to meet the Academy's high standards.

5 Disciplinary Procedures

5.1 Students who do not meet the Academy's high standards will be supported with a range of measures, including a pastoral support plan. The Academy may also issue sanctions to allow students to reflect on how best to correct their behaviour including:

- a detention at the end of the Academy day.
- a period of close supervision by means of the Daily Report procedure or a Pastoral Support Programme.
- a day, or several days, in 'isolation'.
- a period of exclusion to be served in the Social Inclusion Unit.
- a period of fixed term suspension from the Academy.
- age-appropriate intervention and learning related to the disciplinary matter, such as researching the dangers of E-cigarette use, learning about the law associated with social media image sharing.
- academy community service eg, litter picking, dining room assistance, library assistance, PE department assistance.
- a lunch time suspension – if behaviour is related to lunchtime behaviour.
- Behaviour Placement: fixed period placement of up to 12 weeks in a partner school to assist in improving behaviour.
- Managed Move: 12-week placement in another school that may be converted to admission to school roll.
- Permanent exclusion.

In a classroom environment, when a student exhibits behaviour that does not follow the Academy's expectations, staff will implement the following steps:

1. **Verbal warning** issued by the teacher with a clear explanation of the reason that the conversation is needed and the consequences of further negative behaviour.
2. If the student's behaviour continues to be a concern the student will be issued with a **Faculty Detention** of 30 minutes.
3. An 'On-Call member' of staff will be contacted if the student's behaviour continues to disrupt the lesson. The student will be removed for the remainder of the lesson and issued with a **Conduct Detention** of 55 minutes.

For outside of the classroom misdemeanours a standards detention will be issued of 30 minutes.

Permanent Exclusion

Any student engaging in severely inappropriate behaviour will be permanently excluded.

The following are examples of the types of behaviour which have led to permanent exclusions in the past:

- Bringing the Academy into serious disrepute
- Possession of a dangerous weapon or use of an item as a weapon
- Behaviour that presents a danger to the welfare of others
- Possession or use of an illegal substance or alcohol
- Possession of drug paraphernalia
- Threatened and attempted physical violence against a member of staff, visitor, or pupil.
- Repeated possession and use of E-cigarettes/vapes/smoking related paraphernalia.
- Bringing or using fireworks on to Academy premises.
- Repeated breaches of Academy Acceptable Use Policy to download or access illegal online content.

- Distribution and sharing of images of a sexual nature of other pupils using social media.
- Repeated bullying and harassment of pupils.
- Acts of violence/intimidation/bullying (including cyber bullying) harassment/sexual assault (of students or staff)
- Damage to property
- Theft
- Arson
- Persistent disruption to the learning of others
- Persistent refusal to comply with the discipline procedures of the Academy
- Deliberately setting off a fire alarm
- Malicious accusations against staff.

These are only examples and there may be serious incidents not covered above which may also lead to a permanent exclusion at the discretion of the Principal.

6 Bullying

6.1 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. The act of bullying, either in the Academy or out of the Academy (including incidents online), will not be tolerated. It is the responsibility of all (parents, staff and students) to report a bullying incident to any member of the teaching staff.

6.2 Bullying will be dealt with seriously. Senior and Pastoral staff are very experienced in dealing with bullying incidents and will advise/support any member of staff who has to deal with any such incident (see details in the student planner and our Anti Bullying Policy on our website).

6.3 The Academy will sanction pupils that are identifiable as members of the Academy when their behaviour online poses a threat or causes harm to another pupil, have repercussions for the orderly running of the Academy or harm its reputation in the local community.

6.4 The Academy will never tolerate our students being subjected to sexual violence or sexual harassment. All incidents of sexual violence and harassment will be dealt with in accordance with our Behaviour Policy and Safeguarding Policy.

6.5 At our Academy, various systems are in place to support children. These include supporting and promoting the anti-bullying week and regular promotion of the anti-bullying messages and the celebration of diversity and tolerance through the curriculum.

7 Care, Control and Restraint

7.1 The purpose of a Care Control and Restraint Policy and Guidelines is to support the educational and other aims of the Academy and to ensure that the conduct of all members of the Academy community is consistent with the values of the Academy.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the document *The Use of Force to Control or Restrain Pupils – Guidance (DCSF 2010)*, and the recently amended non-statutory advice issued by the Department for Education in July 2011.

7.2 Physical control may be necessary on some occasions and the Academy reserves the right to use reasonable force when necessary. The degree of force would be the minimum required to control the behaviour and it would be applied in a manner that attempts to reduce, rather than provoke aggressive action. Teachers may for example, physically separate students found fighting, or may physically remove a student who is refusing to leave a room.

7.3 Physical restraint is the positive use of force and may be used in order to protect a child from risk, harming others or seriously damaging property. It may also be used when serious disruption prevents others receiving their educational entitlement.

8 Searching of Students

8.1 The Academy Behaviour Policy takes full cognisance of the DfE advice regarding screening, searching and confiscation; use of reasonable force, behaviour and discipline in schools.

8.2 In the first instance staff who suspect students of having inappropriate or banned items should ask the student politely to hand over items that are not allowed in the Academy that they have in their possession.

8.3 The Principal reserves the right to authorise a search of students or their possessions (including bags) without their consent if there are reasonable grounds for doing so (see details in student planner).

9 The role of staff

9.1 Uphold the whole Academy policy by teaching and modelling expected behaviour to their students.

9.2 Challenge students to meet the Academy expectations and maintain the boundaries of acceptable conduct.

9.3 Communicate the academy expectations, routines and values by both explicitly teaching behaviour and in every interaction with students.

9.4 To consider the impact of their own behaviour on the Academy culture and how they can uphold the Academy rules and expectations.

10 The role of the Principal

10.1 It is the responsibility of the Principal, under the School Standards and Framework Act 1998, to implement this Behaviour Policy consistently throughout the Academy and to report to Governors, when requested, on the effectiveness of the policy.

10.2 It is the responsibility of the Principal to ensure the health, safety and welfare of all young people in the Academy.

10.3 It is the responsibility of the Principal to ensure that all stakeholders are aware of the Behaviour Policy.

11 The Role of Parents and Carers

11.1 Each Academy is required to have, and to ask parents to sign, a Home-Academy Agreement that outlines the responsibilities of the parent and the Academy; including behaviour and attendance (see student planner).

11.2 Each Academy collaborates actively with parents and carers, so that young people receive consistent messages about how to behave at home and at school.

11.3 We explain the Academy rules to students and we expect parents and carers to understand and support them (as detailed in the student planner).

11.4 We endeavour to build a supportive dialogue between the home and the Academy and we inform parents and carers as soon as possible if we have concerns about their child's welfare or behaviour.

11.5 If the Academy applies sanctions to punish a young person, we expect parents and carers to support the actions of the Academy. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the Academy. If parents or carers wish to pursue the complaint, they should contact the Academy in accordance with the Lincolnshire Gateway Academies Trust Complaints Policy.

12 The Role of Trustees/Governors

12.1 The Board has the responsibility for keeping this policy under review.

12.2 The Local Governing Body has the responsibility for adopting this policy and of agreeing a set of procedures for their Academy in line with the principles of the policy.

12.3 The Principal has the day-to-day authority to implement the Trust's policy and Academy consequent procedures on behaviour and discipline.

13 Monitoring and Review

13.1 The Principal to monitor the effectiveness of this policy and related procedures on a regular basis. The Principal will also report to the local governing body on the effectiveness of the policy who, if necessary, makes recommendations for further improvements to the Board.