



Countesthorpe Academy

Behaviour Procedures 2021 - 2022

Policy Reviewed and Adopted by the Governing Board on:

Signed (Chair of Local Governing Board):

Date of Next Review:

Responsible Officer:

September 2021

Mr J Taylor

September 2022

Mr D Thurston

This procedure manual aims to support colleagues in ensuring a consistent approach to getting our students to be the best they can be. Following consultation with staff there was clear agreement on the need for consistency across the academy.

This procedure manual covers the following:

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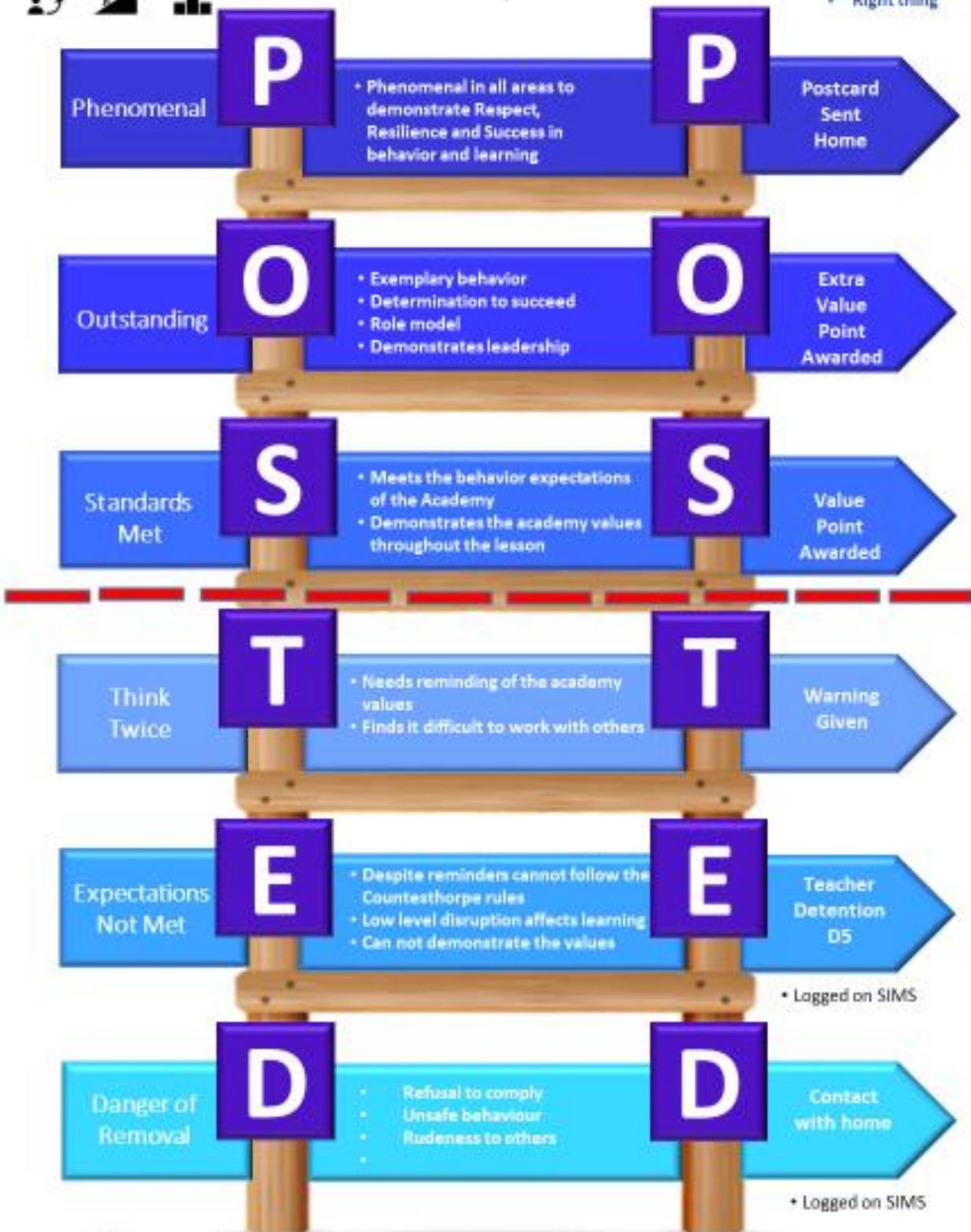
Countesthorpe Academy Rules

- Students must put their learning and the learning of others first and must not distract from that purpose.
- Students must be on time for Academy, registration and lessons
- Students must wear the correct uniform at all times (shirts tucked in, skirts unrolled, lanyards and ties on)
 - Hats, hoodies, non-uniform jumpers, piercings (nose, tongue, eyebrows, cheek, belly-button), false and coloured nails are not allowed.
- Students must do as told, first time, by any member of staff – students should not argue.
- Students must sit in the seat they are told to sit in.
- Students must have the correct equipment for the lesson, including an appropriate school bag.
- Students must always try to complete work to their best ability.
- Students' electronic equipment and headphones must not be visible on site.
- Students must be polite at all times, no swearing or insulting language and certainly no swearing at staff
 - No racist, sexist, homophobic or transphobic comments.
 - No Bullying
 - We must never mock each other's effort or failure
 - No gang, or gang like behaviour, (chanting).
- Students must not drink in class, other than water (no drinking in science, IT or other practical areas)
- Students must never take anything that affects the way they act (energy drinks, alcohol, drugs).
- Students must not make physical contact with other students - no fighting or pushing.
- Students must never make physical contact with a member of staff.
- Students must not cycle on site. All bikes must be road worthy and locked up in a bike area.
- Students must never cheat, steal or tell lies
- Students must not have aerosols on site.
- Students must respect Academy property and not damage it through vandalism or graffiti.
- Students must respect the property of other students.
- Students must not drop litter and are expected to clear up after themselves at break and lunch.
- The whole site is a no-smoking site and students must not smoke on the way to or from Academy either.



Behaviour for Learning

- ✓ Right place
- ✓ Right time
- ✓ Right thing



Be The Best
You Can Be

Students who are removed from a lesson will receive a D60 and placed in the BSC or an FTE. Students removed from two lessons in one day will receive a D60 and an internal isolation or a FTE.

De-escalation and Communication Strategies

When disengaging students from negative behaviour, staff should make use of the following planned communication strategies to ensure that the primary behaviours are dealt with and to ensure that language is used consistently across the whole Academy which increases its effectiveness as a strategy in de-escalation and therefore increased learning is achieved.

- **Ask if the student is OK**

Sometimes the behaviour does not need challenging at all. Simply acknowledging that teachers have spotted the student is off-task is enough to get them back on track. Asking if they are OK implies that the negative behaviour is not the student's fault and could instead be down to any number of environmental factors: being hot, tired, don't have a pen, can't see the board etc. Students know they have been noticed, and the teacher knows that they know. Clarify that the student understands what they should be doing, resolve any environmental problems and walk away. Sometimes teachers can achieve the same effect with eye contact and a thumbs up.

- **Smile**

When attempting to support students' Positive Behaviour for Learning, the outcome of any dialogue can be influenced by non-verbal communication. Rushing in with a raised voice, a frown, or a pointing finger, and the student's fight or flight response may be triggered. Wearing a smile conveys the impression that there is no conflict and it keeps open the possibility of recovery and repair.

- **Blame yourself**

It is very easy to blame students for their negative behaviour but it can be very disarming if teachers take that blame on themselves: "I'm sorry, I haven't explained myself properly. Let me try again." It's hard for students to be confrontational with you when you are taking the blame for their difficulties.

- **Assume compliance**

Standing over someone and watching them carry out your instructions is confrontational and shows that you don't trust the students to make the right choice. To save face in front of peers, students may feel obliged to hold out against teachers and refuse. Instead, deliver the message and walk away. Show them you trust them. You can always come back and check later.

- **Thank you**

If you say "please" after a request, the implication is that students have some choice. They can agree to follow the request or refuse, potentially paving the way to a confrontation. Instead, deliver the message and end with "Thank you". Subliminally, teachers are showing that they expect the student to comply; another sign that the students are trusted.

- Parallel Praise**

Jumping on negative behaviour is draining for everyone. Teachers quickly get worn down. So do students. Use Parallel Praise to redress the balance. Instead of telling a student what they are doing wrong, pick on a student who is doing it right and tell them (reward them).
- Offer choices**

It is important that students have clear choices. This might be a choice between taking part and conforming or having a consequence. The choice needs to be delivered simply and factually. Allowing students to come to their own decisions helps develop an important skill and lets them take some responsibility for their behaviour. Instead of becoming confrontational in response to the teachers' threats, many students will simply make the right choice if it is presented to them clearly.
- Acknowledging the excuses**

When teachers challenge negative behaviour, students will often reply with an excuse "I was only...". This is a secondary behaviour and is an important method a student will use to save face. We don't need to respond to it as this will almost inevitably lead to conflict. Instead teachers should build their responses around "Yes...and." The "Yes" acknowledges the student's excuse and the "And" introduces the teacher's requirements. "Yes, you were just putting that in the bin, and now I need you to be sitting at your desk."
- Clock Watch**

If you have gone through the full range of strategies and you are sure the student knows what the expectations and choices are, sometimes the most appropriate strategy is to acknowledge the time, give students a short timeout to get back on track and explain that the missed time will be made up. Made-up time can be at break, lunch or after-Academy but teachers should talk about it as a consequence of their choices rather than as a threat of detention.
- Stay calm**

Students will sometimes respond to teacher's directions with, "You can't make me". This is a secondary behaviour and is likely to lead to an escalation in the situation. Simply respond by acknowledging that you can't make them and clarify what you expect them to do anyway, and walk away.
- Reflection time**

If students have become distressed and said some wildly offensive things or behaved outrageously, is it reasonable that they apologise there and then? And if they do, how meaningful is that apology? Allowing them time to reflect will make any restorative work more meaningful and avoid the conflict escalating.

Corridor Conversations

<p>Adapt the questions to suit the needs of the student, your style and the situation.</p> <p>Remain calm, polite and professional when communicating with the student.</p> <p>Always focus on moving forward and finding a solution.</p>	<p>Can you tell me about what has happened and how you are involved?</p> <p>If necessary – What happened next and/or what else? (ask this until their story unfolds)</p> <p>What were you thinking at the time this happened?</p> <p>What effect is your behaviour having on you and/or other people (staff and students)?</p> <p>Who has been affected/upset by this and in what way?</p> <p>Is this what is expected of you at CA?</p> <p>What have your thoughts been since?</p> <p>Do you know what is required of you at this point to move forwards?</p>
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Confiscation and Banned Items

Items banned by Academy	Procedure after confiscation
Cigarettes; e-cigarettes; vapes; tobacco; filters; filter papers; lighters etc	Disposed of and parent informed by standard text via pastoral office. A parent meeting may be required. If student is found to be using any of these items on site then a day in BSC plus D60 will be issued. (Extended school)
Mobile phones and associated paraphernalia if visible on site	See Below
Fire crackers or fireworks	Disposed of by the Academy
Aerosols	Disposed of by the Academy
Energy drinks	Disposed of by the Academy
Chewing gum	Disposed of by the Academy
Correcting Fluid (Tippex)	Disposed of by the Academy
Prohibited items	Procedure after confiscation
Alcohol	Disposed of by Academy Parents informed
Illegal drugs or substances that are suspicious	Handed over to the police
Stolen items	Handed over to the police
Knives and other weapons or any article that a member of staff reasonably suspects has been or is likely to be used to commit an offence or cause injury or damage to property.	Handed over to the police
Any article that the member of staff reasonable suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student).	Disposed of by the Academy
Any other item that staff see as unsuitable for Academy. The Leadership team decision is final.	Disposed of by the Academy

MOBILE PHONES AND EARPHONES AND ANY OTHER PHONE RELATED PARAPHERNALIA (for Years 7 – 11)

Are NOT allowed to be seen or used on site at any point during the Academy day. This includes break and lunchtime and outside the building.

We understand students may have their phone with them but it is to be turned off and in their bag, not in a pocket of any item of their clothing or coat.

Smart watches are NOT allowed to be worn in Academy at any time. They will be confiscated and returned to parent by arrangement at the convenience of the leadership team – likely to be 3.30 Friday.

If a phone or related paraphernalia is seen in Academy in use when it should not be, staff will confiscate the phone or paraphernalia. The phone or related paraphernalia will be placed in an envelope or plastic bag by the student, it will not be touched by a member of staff. Confiscated item(s) will be taken directly to the pastoral office where it will be logged and locked away. The first time this happens students can collect the phone at 3pm. or after detention, from the pastoral office.

- A “D60” should be initiated by the member of staff confiscating the device by logging it on SIMs and requesting a detention in the status box.
- If the student refuses to hand the phone over on-call staff will be deployed to confiscate it and this will lead to a D60. But if time is wasted then it is likely that the member of leadership team may choose for the student to spend some time in isolation reflecting on their poor attitude and inability to meet our reasonable expectations.
- If a mobile phone is confiscated for a second time it will be kept until a parent is able to pick up the phone from a member of the leadership team. A student can then expect to spend time in isolation reflecting on their inability to follow the Academy policies. Each subsequent confiscation will lead to further, extended time reflecting.

The Principal will make the final decision

SCREEN AND SEARCH

In line with national guidelines, the principal and other authorised staff have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item.

Staff will follow guidance when conducting a search or screen and staff will ask to search the student. If a student refuses then they will be dealt with as if they had got the item suspected. We will offer for a student to take a drug test should they wish to prove that they are not under the influence when suspected to be so, refusal to take the test will result in the student being sanctioned as being under the influence as the staff member originally suspected.

The Leadership Team, at the instruction of the Principal, will make the final decision.

SMOKING

Smoking is NOT allowed anywhere on site or to and from Academy whilst wearing our uniform and therefore representing us.

E cigs and vapes are deemed to be the same as cigarettes and rolling tobacco.

All smoking paraphernalia will be confiscated and disposed of.

Staff to pass name of student and details to Pastoral admin to log and arrange sanction – member of staff should be clear – smoking or seen with smokers – member of staff should have spoken with the students and informed them they should stop and will be reported. (Smokers and being with smokers will be treated as one and the same thing.)

ON-call staff to be informed so that they can conduct searches to confiscate and dispose of any smoking paraphernalia.

Students who are caught smoking or being with smokers...

Names will be added to a central register for regular searches.

Year 11s will be not be welcome to attend the Prom if they are caught smoking on-site. In other year groups smoking on site will lead to automatic exemption from any reward event or Academy trip.

The Leadership Team, at the instruction of the Principal, will make the final decision.