

The Roundhill Academy

Behaviour Policy

At The Roundhill Academy we aim to provide our students with a broad range of learning experiences and opportunities to enable them to make good choices both now and in the future. We are committed to an inclusive learning environment and value all members of our school community. We are keen to praise and reward achievement and will challenge any misbehaviour that threatens good progress or undermines our school values. Our behaviour policy demonstrates how we aim to support students to achieve their very best and how we include families to help maximise the learning experiences. Included in this policy is the range of rewards and sanctions used by the school to encourage independence, maturity and collective responsibility for our community. The Roundhill Academy 4Rs, drawn up and defined by our students, underpin our values as a school and the expectations of our students. The 4Rs provide the framework for standards in behaviour and conduct and are at the core of how we care and guide our students through the challenges they may face. Students at The Roundhill Academy are expected to be:

Reflective, Resilient, Respectful and Responsible

Aims of the policy

- To promote our school culture: We aim to foster a culture of inclusion, one which welcomes visitors, is a safe place to learn, both aspirational and optimistic about the future, in a climate of uncompromisingly high standards.
- To promote our vision and purpose: We strive to provide excellent standards in teaching, we want our students to be serious about learning and achievement and believe in a broad and enriched curriculum, relevant for a modern society.
- To promote our school values: The Roundhill Academy 4Rs encourage a strong sense of belonging to a learning community and a personal responsibility for progress as a learner. We work closely with parents to maximise achievement for all our students.
- To minimise levels of misbehaviour that threatens good progress and increase desirable behaviours, including learning behaviours.

Students are expected to:

- Conduct themselves in ways that support the values of the school, Respectful, Responsible, Resilient and Reflective.
- Achieve an overall attendance above 95%.
- Come to school properly equipped and prepared to learn.
- Wear the school uniform and follow the dress code without exception.
- Be punctual to school and lessons.
- Contribute in a positive way to the school community.

We ask that parents:

- Support the school sanctions for misbehaviour.
- Attend parents' evenings, annual reviews, Pastoral Support Plan reviews and any other meetings arranged to support learning.
- Do not take their child on holiday during term time.

- Support their child to complete homework.
- Contact the school directly to speak to their child's Tutor if they have a concern.
- Avoid using social media in ways that could damage the school's reputation in the community.

The school will:

- Expect the highest standards in behaviour inside and outside the classroom.
- Deliver excellent teaching and learning experiences tailored to meet the needs of all learners.
- Strive to provide a welcoming and caring environment whereby each member of the school community feels wanted, valued and safe.
- Support the positive inclusion of all learners with timely and targeted interventions.
- Deliver opportunities for enrichment beyond the classroom.
- Prioritise the safety of all members of the community.
- In partnership with parents and the community, prepare learners for life beyond school.

The Reward System

Positive Points

Positive points are awarded by all staff for good learning behaviours, excellent and improved attendance, taking responsibility for personal progress and contributions to school life. Non-school uniform days are awarded to all students who have achieved 100 positive points overall at the end of a 10 week block. Throughout the academic year, certificates and prizes are awarded for the following number of total positive points;

- 150 points Bronze certificate and 20 additional points
- 300 points Postcard home and a stationery prize
- 450 points Silver certificate and a free meal voucher
- 600 points Postcard home and a lucky dip prize
- 750 points Gold certificate and £5 voucher
- 900 points Postcard home and £10 voucher
- 1000 points Platinum certificate and free prom ticket or reward trip (if no more than -74 points)

Attendance Rewards

School attendance is essential for learning to remain on track and we expect all students to have an attendance above 95%. We also acknowledge that improved attendance reflects a student who appreciates the need to make positive changes. Positive points are given for achieving both target and improved attendance. Prize draws take place in assemblies to reward those who come to school every day.

Special Assemblies in July

- Each House attends an assembly in the last week of the academic year where each curriculum area gives special mentions together with other rewards to acknowledge those who have worked hard throughout the year.
- iPods are awarded for attendance through a prize draw for each house.

Annual Presentation Evening

- Subject awards are given to students who have excelled throughout the year.
- Other special awards are given including The Principal's, Governor's and the Community award.

Additionally students who behave appropriately throughout the year are invited to go the Prom in Year 11 or on the end of year trip to a theme park. This reward is withdrawn if students have 75 negative points or more in any 10 week block, a fixed term exclusion for a serious behaviour or attendance less than 92%.

Negative Points

Negative points are given to students who do not comply with the principles outlined in The 4Rs. Tutors and other members of the behaviour team, such as Heads of House and Behaviour Managers, monitor negative points closely. The school operates a graduated response to the number of negative points accrued by students in a 10 week block (4 in an academic year) which allows for a number of fresh starts throughout the academic year. The consequences for not behaving appropriately in classrooms or at other times during the school day are as follows:

- 25 negative points - Lunch detention with Senior Leadership Team
- 50 negative points - After school detention for 1 hour Student meeting with Behaviour Manager, report put in place, phone call home.
- 75 negative points - 2 days in seclusion 2-5pm - reintegration meeting with parents and Head of House (withdrawn from the Prom in Year 11 or the end of year reward trip)
- 100 negative points - 2 days exclusion - reintegration with Assistant Principal, level 1 PSP or a behaviour contract set up at this stage
- 150 negative points - 4 days exclusion - reintegration with The Principal
- 180 negative points - Student meeting with The Principal, phone call home
- 200 negative points - 8 days exclusion – Governors / CEO Multi Academy Trust

Detentions

The school runs a 20-minute lunchtime detention every day where students work in silence with a member of the Senior Leadership Team. After school detentions run on Tuesday from 3-4pm for KS3 students and Thursday from 3-4pm for KS4 students. In line with recent Government advice the school, if necessary will detain students without giving 24 hours' written notice. Under these circumstances, a member of staff will ring parents to inform them of the sanction.

The Removal System

Students who misbehave in lessons are redirected, warned about their behaviour and how to modify this to get their learning back on track. For those who make choices to continue to disrupt learning, they are removed from the lesson to the classroom of another member of staff in that department. The school considers a removal from a lesson to be serious and parents will be contacted by the classroom teacher in the first instance and then Head of Faculty for subsequent removals in the same department. The school operates a graduated response for multiple removals in a 10 week block. Each removal generates negative

behaviour points and a 10-minute detention with the subject teacher allowing for a discussion about the prevention of repeated behaviours.

Faculty response to a removal from a lesson

Removal from a lesson	Consequence	Support
1 st removal from a lesson in a Faculty	10 min detention with subject teacher, phone call home	In lesson monitoring by subject teacher could include review of seating plans
2 nd removal in the same Faculty	10 min detention with subject teacher, phone call home from subject teacher	DHoF / HoF monitoring with subject teacher
3 rd removal in the same Faculty	10 min detention with subject teacher, lunch detention with DHoF / HoF and phone call home from DHoF / HoF	Department report card for 2 weeks monitored by DHoF / HoF
4 th removal in the same Faculty	10 min detention with subject teacher. After school detention for 1 hour	Catch up work completed provided by subject teacher. Student removed to DHoF / HoF for at least a week
5 th removal in the same Faculty	10 min detention with subject teacher and Seclusion 2-5pm	Reintegration meeting with Head of House and parents, targets, monitor and review cycle

Students are supported to modify their behaviour with a variety of targeted interventions and strategies. Pastoral Support Programmes may be set up to coordinate a whole school approach for those unwilling to sustain expected positive behaviour. If a student reaches 100 negative points in a 10 week period then a PSP will be put in place. The school recognises that parents play a pivotal role in this supportive intervention where targets are set and reviewed regularly.

Mobile Phones / Personal Electronic Equipment

In line with advice from the Department for Education, the school does not consider it appropriate for students to bring mobile phones into school. They can distract students from the main task of learning, they may cause disruption in lessons and they are easy to misplace, break or have taken. The school does not have the resources to investigate instances of alleged theft or loss of mobile phones. The school therefore has decided to have a zero tolerance policy to mobile phones in school.

Prohibited Items

The school does not allow the following items to be on site:

- Chewing gum
- Aerosol cans
- High energy drinks, those with high levels of caffeine
- Fizzy drinks – water only allowed in lessons
- Supersize packets of food
- Fire snaps / poppers which are deemed as fireworks
- Any form of cigarettes including e-cigarette

Power to search students without consent

Safety is a priority at The Roundhill Academy. If there are concerns about any student carrying any of the following prohibited items then authorised staff have the power to conduct a search: knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, e-cigarettes, fireworks, pornographic images, any item that has been or is likely to be used to commit an offence, cause personal injury or damage to property. These items will be confiscated at the time of the search and will not be returned to the student. The school reserves the right to inform the Police where criminal behaviour has taken place.

When the school will not intervene

The school will not investigate incidents that happen outside school hours or beyond the journey to and from school. The exception to this is when behaviour relating to an incident comes into school and affects learning. The school acknowledges that we have a duty of care to our students and a responsibility to act on the grounds of Health and Safety or to support learning. When this relates to bullying, investigations will take place to bring about lasting resolve, if this is not achieved parents are then advised to take the matter to the Police.

Students who are a serious cause for concern

For poor behaviour, that persistently contravenes the schools behaviour expectations or when a serious incident occurs, where a student's behaviour is deemed a risk to either themselves, other students or staff, fixed term or permanent exclusion could follow. For students who persistently misbehave, assault staff, commit arson, behave dangerously or who bring the school into disrepute then The Principal and The Governing Body may consider permanent exclusion.

Reviewed June 2018
Helen Blythe