



# CITIZENSHIP CODE & BEHAVIOUR POLICY

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## **Scope**

This is the Citizenship Code which applies to all pupils in Kickstart Academy based on or off the Academy and college site.

The revision of this Code also takes into account new legislation in respect of disability, gender and ethnicity, safeguarding, equality and community cohesion in that it strives to create a fair, harmonious environment.

The Academy has a zero-tolerance stance towards incidents involving bullying and harassment on any grounds of disability, race, religion, gender, learning difficulty, sexual orientation or transgender issues.

## **Introduction**

This Policy outlines certain procedures which staff are duty bound to apply to ensure the safety of the premises, pupils and staff.

Kickstart wants to ensure that pupils stay, achieve and progress. Our part in this is to ensure that we have support processes in place to help pupils and to actively engage with pupils to ensure that they maintain good citizenship standards.

We want this to be a respectful, thriving, happy environment and this means that we have the authority to ensure that standards are maintained to protect pupils and staff.

The Academy and wider College are a community and as such we are responsible for security and safety of our pupils and to ensure that their behaviour does not pose a threat or disturbance to any member of staff or other students.

## **1 Aims**

- To define acceptable standards of behaviour
- To ensure that the Academy's expectations and strategies are widely known and understood
- For all staff to take an active role in ensuring the behaviour policy is followed and adhered to
- To create an environment which encourages and reinforces good behaviour
- To reinforce consistency of response to both positive and negative behaviour
- To promote self-esteem, self-discipline and positive relationships
- To encourage the involvement of both home and Academy in the implementation of this policy

## **2 Learning Environment**

The classroom environment gives clear messages to pupils about the extent to which they and their efforts are valued. This is achieved through:

- Building positive relationships between staff and pupils
- Classrooms being organised so as to develop independence and personal initiative
- Furniture arranged to provide an environment conducive to pupils being on-task in their work
- Materials and resources arranged to aid accessibility and reduce uncertainty and disruption
- Displays aimed at helping develop self-esteem through demonstrating the value of every individual's contribution
- Providing a classroom that is a welcoming environment
- Teaching methods that encourage enthusiasm and active participation for all
- Lessons aimed at developing the skills, knowledge and understanding that will enable the pupils to work in a co-operative way with others
- Praising and encouraging good behaviour as well as good work
- All lessons being differentiated to match each pupil's ability and emotional maturity
- Producing lessons that are well paced and will challenge every pupil's learning

## **3 Responsibilities**

Pupils are expected to:

- Behave in an orderly, purposeful and sensible manner at all times
- Show courtesy and respect to all members of the Academy and visitors
- Be thoughtful, helpful and understanding to each other at all times
- Strive to become positive role models for their newer and more challenging peers
- Accept the help and guidance given by staff to develop new behavioural strategies that will enable them to be successful in school

- Use Academy and College facilities appropriately and behave generally in a way which respects the needs and aspirations of others to learn, teach and live within the campus community and college
- Not participate in any incident of “cyber” bullying or other unwanted behaviour in relation to social media, including use of or the uploading of College related material or information to websites, e.g. You Tube, Face Book or Twitter, texting, mobile or electronic conversations etc which cause upset to pupils or staff
- Not to take any videos or photographs without permission OR anything else which impinges on the personal space or privacy of pupils or staff
- Not be under the influence of alcohol, drugs or other substances
- Attend classes on time and as timetabled. Poor attendance on core GCSEs, vocational programmes, work experience or maths and English may result in withdrawal from the Sports Academy or any trips and enrichment activities at the discretion of the Head teacher or Deputy Head
- Respect the property of the Academy and College, and of its staff, other students and visitors
- Ensure respectful dress at all times, including not wearing t-shirts with offensive slogans/pictures or swearing imprinted on them, or any dress exposing intimate sections of the body as this is not acceptable
- Not drop litter, write on walls, swear in public or play fight anywhere in the Academy and College
- Follow the instructions of Security staff and any other staff member, who are there to protect the College campus and community. The Citizenship Code will reflect the behaviour which employers expect
- Not to swear, shout or display confrontational behaviour against a member of staff or student, in any area of the College or campus
- Not to smoke in Academy or College buildings or in any part of the College other than the designated smoking areas
- Not participate in cheating, plagiarism or copying of the work of other pupils
- Not become involved in theft of property or any other dishonest acts
- Not to display behaviour on trips, externally or on site, which could bring the Academy or College into disrepute, this includes the inappropriate use of social media

Parents are expected to:

- Be aware of the Academy’s Behaviour Policy and actively support it discussing any problems with the Deputy Head or Headteacher
- All parents will be given a copy of this policy on their child’s admittance to The Kickstart Academy

Staff are expected to:

- Create a positive learning environment with challenging expectations
- Emphasise the importance of being valued as an individual within the group
- Encourage relationships based on kindness, respect and understanding the needs of others and themselves

- Ensure fair treatment for all regardless of age, gender, race, ability or disability
- Show appreciation of, and celebrate, the positive efforts of all
- Set high standards of social behaviour, be polite, well disciplined and thorough
- Listen to pupils, making it clear through their response their comments and reactions matter
- Seek every opportunity to explain and reinforce the code of acceptable behaviour, dealing fairly and firmly with those who do not maintain the high standards expected of them

The Board of Directors and Local Governing Body are expected

- Agree the policy and Academy Behaviour/Citizenship Code
- Be familiar with the Academy policy and actively support it

**4 Visits, School Journey and School Transport**

All of the aims and responsibilities set out above apply when learners are involved in any educational activity off the Academy site. All pupils are ambassadors for their feeder school and The Kickstart Academy when on these journeys and expectations of behaviour and discipline are as high as those within any school setting.

**Leaving the school without permission**

If a pupil leaves a class we will establish where he or she has gone. Staff to monitor at a distance, to ensure the safety of the pupil and report back. If a pupil is no longer on Academy/College premises, parents and Headteacher/Deputy Head/Head of Duty will be contacted. If the staff cannot make contact with parents or carers then the police will be called and informed. If the pupil has external support then these will also be informed. The Academy will work in close liaison with the associated Educational Welfare Officer to monitor attendance and pupils missing from education.

**5 Discipline**

We take every opportunity to teach and encourage pupils to behave as disciplined members of the Academy and College community. When pupils do not behave appropriately, they are disciplined according to need. The Academy will take a dual strategy approach to pupils who display significant behaviour problems.

- Firstly there is a structure of accepted behaviour and it will be expected that all pupils at the Academy work within it. If not then the agreed sanctions will apply.
- Secondly all staff acknowledge that it is their responsibility to proactively manage the behaviour of the pupils in their care and that a range of strategies will be deployed to support the pupil in overcoming their behaviour difficulties.

**Classroom Sanctions**

Where a pupil's behaviour begins to cause concern, a series of sanctions may be

applied whilst maintaining a positive learning environment for all. Sanctions may include and will follow a 4 stage disciplinary process that is detailed in Appendix A:

- Verbal reminders of appropriate behaviour
- Mild verbal reprimands – discussion with learner
- Stronger verbal reprimands
- Written verbal warnings
- Stage 1 and/or 2 written warnings and behaviour contract
- In class isolation
- Time out
- Behaviour support plan implemented
- Removal from class by member(s) of senior staff such as Deputy Head, Headteacher or Head on Duty (only for violence or a high level of verbal abuse)

### **Whole School Sanctions**

To support the range of Classroom sanctions the following further sanctions will apply:

- Senior staff involvement
- Stage 3 and/or 4 disciplinary meetings and contracts
- Fixed term exclusion (Deputy Head only)
- Permanent exclusion (Deputy Head and Headteacher only or if not available Director or Executive Manager)
- Outside agency involvement
- Parental involvement

### **Rewards**

All the staff in the Academy regularly praise and encourage good behaviour, focusing on positive aspects. They use a variety of strategies, which include:

- Verbal praise
- Written comments in books
- Ticks to demonstrate correct work
- Personal strategies eg points
- Having responsibilities
- Work displayed around the Academy
- Demonstrating and pointing out good examples
- Pupils taking or explaining their work to other members of staff and/or Senior Team
- Behaviour certificates
- Involvement of outside agencies to celebrate achievements with us
- Weekly reward points
- Smartbook – Weekly rewards for nominated learners work
- Above & Beyond

### **Academy Visits**

The agreed rules apply to all pupils. Staff will deal firmly but fairly with misbehaviour wherever it occurs in the Academy, campus or on visits elsewhere since all venues are regarded as extensions of the campus. Incidents of serious misbehaviour on Academy visits will always be reported to parents. Pre visit risk assessments should ensure that potential risks are recognised and appropriate strategies identified.

### **Transport to and from the Academy**

The Academy will always support the drivers in dealing with transport related behaviour incidents. If a pupil is behaving poorly the driver has the right to refuse to transport that pupil, and another driver found.

### **Criminal Acts**

Any incident of a criminal nature will automatically result in police involvement.

### **Exclusion**

In very serious cases and in accordance with Academy and National policies, it may be necessary to exclude a pupil. The exclusion will either be for a set period, or permanently with parents' right of appeal to an Independent Body.

### **The power to discipline beyond the Academy gate**

"Disciplining beyond the Academy gate" covers the Academy's response to all non-criminal bad behaviour and bullying which occurs anywhere off the Academy/College premises, and which is witnessed by a member of staff or reported to the Academy. The Local Governing Body must be satisfied that the measures proposed by the head teacher are lawful.

This encompasses:

- Any bad behaviour when the pupil is:
  - taking part in any Academy-organised or Academy-related activity or
  - travelling to or from the Academy or;
  - in some other way identifiable as a pupil from the Academy.
  
- Or, misbehaviour at any time, whether or not the conditions above apply, that:
  - could have repercussions for the orderly running of the Academy or;
  - poses a threat to another pupil or member of the public or;
  - could adversely affect the reputation of the Academy.

As a result of any of these behaviours, the Team Leader will collect witness statements from both adults and pupils who have witnessed the event. The parents of the pupil involved will be contacted and invited into Kickstart to discuss the matter. Sanctions for the behaviour will mirror those issued by the Academy for bad behaviour during

the Academy day. Parental support will be sought for sanctions which they are able to administer outside the Academy day.

Following any incident, the Head teacher or Deputy Head will consider whether it is appropriate to notify the police. If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed. If there is any concern that the behaviour may be linked to the pupil suffering, or being likely to suffer, significant harm, safeguarding procedures would be followed.

## Appendix A – Stage 4 Disciplinary

STAGE	EXAMPLE	STAFF INVOLVED	ACTIONS WHICH MAY BE TAKEN	RECORDING INCIDENTS
<b>STAGE 1 VERBAL WARNING</b>	Following no more than 3 cases of seeing pupil regarding poor behaviour, lack of commitment, lateness, disrespect to tutor by language, attitude, answering back etc <b>*Persistent low levels of attendance can jump straight to higher levels of action as required.</b>	Personal tutor and pastoral support manager where appropriate	Targets to be made with pupil Cause for Concern to Pastoral support manager if appropriate Parents informed	Verbal Warning form Tracked in pupil folders
<b>STAGE 2 WRITTEN WARNING</b>	Failure to abide by any Stage 1 targets will bring Stage 2 into play Or behaviour deemed more severe or repeated minor misconduct can jump to sage 2	Personal Tutor and pastoral support manager where appropriate	Stage 2 behaviour support Contract Cause for Concern re behaviour issues Behaviour Support Plan if needed Restorative justice if appropriate Parents informed	Written warning Letter and Stage 2 behaviour support contract to student and parent/guardian, carer or key worker if appropriate Tracked in student folders
<b>STAGE 3 DISCIPLINARY Meeting</b>	Failure to keep Stage 2 targets will bring Stage 3 into play If the deputy head deems behaviour sufficiently severe, it can progress direct to stage 3.	Disciplinary Meeting Including: - Deputy head - Pastoral Support Manager Parents/carers Support Agencies	Suspension by Deputy head if necessary Stage 3 contract with targets Behaviour Support Plan Cause for Concern if required	Letter and copy of disciplinary contract to student and parent/guardian, carer or key worker Tracked in student folders
<b>STAGE 4 DISCIPLINARY Meeting</b>	Failure to keep any Stage 3 targets Student may be suspended pending an investigation and Disciplinary panel interview if deemed necessary	Disciplinary Meeting Including: - Deputy head - Pastoral Support Manager - Head Teacher Parents/carers Support Agencies	Student to complete work at home Stage 4 contract and return to class Modified Timetable Alternative provision Permanent exclusion	Student and parent/guardian, carer or key worker informed in writing Tracked in student folders

## Appeals – Stage 4 Only

The pupil will have the right to appeal against any recommendation for exclusive or formal suspension at Stage 4. Notice of Appeal must be lodged with the Deputy Principal within 10 working days of the date of the recommendation for exclusion or suspension and must give grounds and brief particulars of the appeal.

- An appeal interview will be held within 10 working days of the date of the recommendation for exclusion or suspension and must give grounds and brief particulars of the appeal.
- Where possible the pupil will be given at least 5 days' notice of the time and place of the appeal interview and will be entitled to be accompanied by a friend, student representative, relative or care worker.
- At the appeals interview, the pupil will be invited to explain the grounds of the appeal and to state his or her case.
- The Director who made the recommendation to exclude or suspend will be asked to respond to the appeal and explain the reasons for the recommendation. The Deputy Principal will consider the evidence presented.
- If the appeal is dismissed, the recommendation of the member of staff will stand. The Deputy Principal may not impose any greater sanction against the pupil than that recommended by the Director.
- Within 5 working days of the appeal interview, the final decision by the Deputy Principal will be confirmed in writing to the pupil. A time limit will be given in the letter during which the pupil cannot reapply to College.
- If a pupil is excluded or formally suspended for a given period, then the Deputy Principal will ensure the Exclusion/Suspension database is updated and exclusion recorded.

The decision of the Deputy Principal at this stage is final and binding. In the absence of the Deputy Principal any member of the EMT can substitute.