

## Behaviour Policy – Inc Exclusion Arrangements

### 1. Introduction

The vast majority of our young people have been referred from their host school for Social Emotional and Mental Health issues. We aim to foster positive relationships in our need to establish our expectations and encourage responsible behaviour. We must always start off from the over-riding premise that: **We strive towards a model of positive behaviour.**

The behaviour policy is designed to support our young people in showing them how they can achieve and succeed at the TEA by providing clarity and consistency in terms of our expectations, sanctions and rewards systems. We want to develop a culture of success and achievement for all, not a culture of sanctions and punishment. With this in mind praise, rewards and celebrating positive behaviour is essential for students to reach their potential.

We aim to be a Restorative Practice Academy. This culture will only be attained if **ALL colleagues** work together to provide high quality learning opportunities, a consistent and fair approach to behaviour management and have high expectations for all our students. We are developing Restorative Practice and expect all conflict to be dealt with using the following structure. It is an expectation that all staff use this example.

#### An Effective Restorative Conversation

##### **Step 1 = THE FACTS**

What happened?

##### **Step 2 = THE EFFECTS**

What were you thinking / what were you feeling?

Who has been affected by this and how?

##### **Step 3 = THE FUTURE**

What do we need to do to move on from this?

What needs to happen now to repair the harm/put things right? (What could you do?)

### 2. Clear Classroom Contracts set the boundaries

When you get a new class it is important that you discuss and set “Classroom Contracts” with students so they have ownership and accountability for their own and other behaviour in the classroom.

These contracts must focus on providing a safe learning environment where all students make progress and are linked to the ‘Behaviour Expectations’ and ‘code of conduct’. Staff can then refer back to these contracts to remind students and develop them when necessary.

Always try to follow any comments about negative behaviour with a reminder of how the students' positive behaviour is rewarded.

If a student is actively defiant (persists with behaviour despite these redirections) then as an academy we would like to have consistency in using the classroom rewards charts. This will allow students to visually see how they are doing in the lesson. If things continue then an appropriate intervention should be issued. This is at the teacher's discretion, but we would encourage the following format to have a whole school approach.

**If your behaviour is not what it should be you will be given chances to improve.**

- 1<sup>st</sup> warning – noted on display
- 2nd warning – possibly moved within classroom – Recorded on SIMS
- 3<sup>rd</sup> time - moved to safe timetabled lesson – Recorded on SIMS
- continued disruptions – SLT on call – Students will be asked to leave the lesson

**If staff members feel it appropriate they may jump any of these stages depending on the situation.**

If students need to leave your lesson or you would like support then please can we use the following card system. (**Warning, move, remove**).

#### **Wave 1 - Orange card – Moved to safe timetable**

When an issue arises that you do not feel can be managed within the classroom then students should be asked to go to your pre ranged safe classroom to complete work. Please ensure students have work to complete to avoid disruption to the lesson they are being moved to. If students are asked to move then this must be logged on SIMS using the quick register system. If a student does not succeed in the 'safe timetabled class' then escalate to wave 2.

#### **Wave 2 – Red card - SLT**

When an issue is serious or escalates into a larger issue then please send a student with a red card to ask for support from SLT. If SLT are not in the close vicinity students are to go to reception for them to contact SLT and get support. SLT will try to get pupils back into lessons if suitable. If not they will escort them to Isolation.

**All issues need to be dealt with considering the individual students situation and need. Strategies that work for one student may not necessarily work for another. Working as a team to discuss issues and chose the best option for that situation is imperative.**

Teachers and support workers are responsible for monitoring and following up on behaviour incidents. Teachers are to log codes on the Sims register (right click – add comment) this is a way of recording issues.

If a sanction is to be issued (e.g. Moved to isolation or detention given) then an incident needs recording on SIMS by the staff or the staff member issuing the detention. Students need to be made aware that this is a permanent record of negative behaviour. Following incidents please discuss progress with the students PLA so that they can help resolve it and have a clear picture of their students. The student and parents/carers are notified by the teaching staff if appropriate or by the PLA in some cases via phone calls. If teaching staff are making phone calls please ensure you have checked with PLA's that it is appropriate. It is an expectation that other sanctions have been attempted before issuing a detention.

3. Around the academy we please remind students of the following 3 things

Be at the **right place**

At the **right time**

Doing the **right thing**

4. **Consistency not Confrontation / Scripted Behaviour interventions**

How well we all implement the system is crucially important to the success of the policy and the Academy. A confrontational approach with young people is not necessary to ensure standards are upheld. A positive approach, a sense of humour and willingness to listen are important. We must be consistent in applying sanctions and procedures that will require **all colleagues** to challenge unacceptable behaviour wherever it occurs.

5. **Rewards and Praise**

We want to let the majority know that we appreciate how well they are doing and not focus on the negatives created by a small minority. A consistent approach to rewards is every bit as important as the use of sanctions. It is an expectation that all staff use praise appropriately and honestly and record positive points and stamps in the student reward booklets. Positive feedback including phone calls and post cards is a whole school responsibility and should be utilised and encouraged.

6. **PLA Responsibilities**

PLA's are expected to sign every student reward booklet for the week preceding when they are working with students. PLA's should initially encourage students to have their own equipment (pen, pencil, and bag) and keep records of these. They should also challenge students not in correct uniform **every morning including Assembly days. If students are in correct uniform the 5 points section is to be circled in their rewards booklet for that day. If students do not have correct uniform then a code must be recorded in the comments section during registration on SIMS. PLA's are to oversee the lending of spare uniform for students and keep parents informed.**

PLA's should award and circle the daily 5 points area in students' rewards booklets when they arrive on time to school (before 8.45am). If students arrive late then a late mark (L) should be recorded in their rewards booklet so staff are aware and the 5 point bonus crossed out. It is expected that PLA's contact home with congratulations or concerns regarding punctuality, equipment or uniform. Students will be issued with their equipment on the first day of term in September and if they need more have to purchase it.

7. **Student rewards booklet/sheet**

**The student rewards booklet/ daily sheet is absolutely central to the system and must be out on the desk at the start of every lesson.** Rewards booklets should be used in lessons to award positive points at the end, stamps and comments that they feel are appropriate to share with staff and parents/carers. Students will be checked at registration to ensure that they have their rewards booklet. In support of this the PLA's responsibility is to keep checking that all students are prepared for learning with their rewards booklet. The points gained over the year from the rewards booklets is a ticket to the year 11 Prom and other reward trips. If the booklet is not looked after and used effectively in KS4, attendance at the Prom is at risk. In KS3 the reward booklet must be looked after as the points build up to allow students to gain access to any out of academy trips, reward trips or visits. If a student does not attend the academy with their reward booklet they will be issued a ONE DAY planner page and contact with home should be done by the PLA.

#### 8. **Uniform**

Uniform will be checked as students arrive to TEA. Incorrect uniform will be challenged and will not be tolerated. If students arrive in non-uniform they will be challenged and are directed to change into the correct uniform (spares will be available to be signed in and out), this includes late arrivals at any point of the day. If students are working at a different venue they still need to wear uniform and will get changed to appropriate attire. PLA's should record when students' do not bring their uniform on the Sims register. All spare uniform must be returned at the end of the day. No personal jewellery other than simple stud earrings and wristwatch may be worn. Religious symbols may be worn underneath the uniform. It is an expectation that staff model appropriate smart dress.

#### 9. **Smoking in the academy**

The academy is a non-smoking site for both staff and students. TEA are taking a zero tolerance on smoking in or near the site. Students who are caught smoking in the premises or in the company of smokers will be given a break time detention and a phone call home to parents/carers explaining the smoking policy. PLA's will make referrals to the health and wellbeing team to ensure the dangers of smoking have been highlighted to the student. If this behaviour persists the student will require further behaviour interventions which involve target setting.

#### 10. **Mobile Phones and Music players**

Mobile phones and music players are banned from the academy premises and we adhere to the 'See it, Hear it, Lose it' policy. TEA **expects all** students to hand in Mobile phones for safe keeping at the beginning of the day. If a student is seen with a phone and/or music player the student has to hand it in to the member of staff. The phone will be stored in the Academy safe and a letter will be sent home. Parents will be expected to collect the equipment or arrange for its collection via the PLA. Refusal to comply with the academy mobile phone policy will lead to the student being placed in the reflection area until the issue is resolved or isolation if uncooperative when parents will be contacted.

#### 11. **Litter around the academy**

All staff members are expected to challenge inappropriate behaviour around littering. All students are expected to use the bins around the academy to best manage litter. Any student found littering will be asked to pick up the litter on the spot.

#### 12. **Corridor Expectations**

It is safest to walk on the left at all times in the academy especially on the stair cases. Any student behaving dangerously or inappropriately in the corridor should be approached by staff and warned not to continue. If behaviour continues or is perceived as jeopardising the safety of other students then a consequence will be issued.

#### 13. **Fixed Term Exclusions**

To be issued by Head of Academy or, in their absence, vice principal or assistant principal. Student safety and safeguarding must take priority where a Fixed Term Exclusion is being issued. A re-integration meeting must take place with parents/carers and the student following exclusion before returning to TEA. Meetings must be with the students PLA and where possible a member of SLT. The EWO must be informed of any students given exclusion. This should be done by the PLA.

#### 14. **Recording of behaviour Incidents by staff**

SIMS is the system used for monitoring behaviour around the academy and in the classroom. Where behaviour incidents have been resolved using restorative approaches or by building positive relationships, SIMS does not need to be informed as a formal incident. Staff should still record low level incidents on registers by right clicking and adding the appropriate code in the comment section. Behaviour which has resulted in a member of staff seeking support or an un-resolved issue which needs a follow up **MUST** be recorded on SIMS. Teacher consultations are private conversations between students and teaching staff. These are not recorded on a students behaviour record SIMS.

### 15. Aggressive behaviour

Aggressive behaviour towards peers or staff is a serious incident and will not be tolerated. These will be dealt with on a case by case basis and outcomes discussed and decided by relevant staff.

### 16. Malicious Damage to property

Malicious damage to property will be treated as a serious incident and will not be tolerated. Students will be placed in the reflection area to complete restorative work with the PLA. The SLT and safer schools officer may be involved. A bill to cover the damage will be invoiced to parents/ carers.

### 17. Detentions

Detentions can be used as a consequence for behaviour issues and are used to deal with issues such as punctuality, disruptive behaviour or lack of effort in lessons. The academy will run detentions after school daily and transport home organised to support those students whose host school is a considerable distance. TEA will arrange lifts back to the host school after detentions.

If a student arrives late to school, they will be monitored by the group tutor and PLA. Where appropriate students should have break time detentions if students are late more than once a week. If students are late regularly then this should decrease to after school detentions. Every time that a student is late after their once a week then they should have a detention and parents/ guardians kept informed of punctuality concerns. PLA's and group tutor should work together to resolve punctuality. If students fail to attend detentions set by PLA's the SLT will support.

Faculties/ departments should have in house procedures to manage student behaviour in lessons. Teachers should contact home to inform parents of behaviour concerns and try to resolve issues. All contact home should be logged and passed to the child's PLA. Please speak to PLA's prior to contacting home as other issues may be ongoing and sometimes contacting home may not be appropriate.

**Please note that the Elland Academy behaviour Policy is built on a positive and relationship culture based on the 3 CS. Communication, Consistency and Cohesion. Behaviour is the responsibility of everybody at all times.**

## 3 Core Values

We focus on **positive** communication and building **positive** relationships

We remember we are dealing with young people and are here to learn

**All staff and students are committed to restorative approaches**

## 3 Outcomes

Students focus on **learning and making progress**

We have calm classrooms and calm corridors

Students know when their behaviour deserves a structured intervention

### **3 ways we work**

We agree to **Classroom Contracting**.

We take responsibility for our own behaviour but seek support if needed

We have the appropriate equipment with us at all times

The following guidelines will help to promote a positive attitude to behaviour

- Staff will meet students positively on the corridor before lessons and will record positive praise in students rewards booklets.
- Students, with the support of parents/guardians, will attend the academy **on time**.
- Students are required to attend all timetabled lessons unless written permission is obtained from the appropriate member of staff.
- Students with a reason to be out of lesson will carry an out of lessons pass (green).
- Academy uniforms will be correctly worn and staff should challenge when it is not.
- Students and staff will maintain a good standard of personal presentation.
- Students will ensure they have the required equipment to carry out their learning tasks. (Rewards booklet, pencil, pen and other subject specific equipment)
- Students will complete assignments and extended learning tasks on time.
- Teachers have the right to teach. Students have the right to learn.
- Everyone has the right to be treated with respect and dignity. This applies to every member of our academy community, with students, staff, parents/carers all behaving in a courteous manner at all times
- No personal, electronic equipment or mobile phones are to be seen or heard in the academy.
- Medic alert bracelets and necklaces may be worn and need to be visible.
- Use all academy buildings and equipment properly and with respect.
- The Academy is a litter Free school
- When given the opportunity, students will be encouraged to participate fully in the academy's enrichment and sporting programmes, with students encouraging parents/carers to support their participation.
- Students will respect resources, for example folders, equipment, textbooks and where appropriate, digital devices and will not mark or deface them in any way.
- The academy staff and students will maintain the highest standard of behaviour at all times and establish a high presence around the academy throughout the day.

### **We adhere to the 5 non negotiables**

- Staff are expected to stop students at the entrance and carry out the uniform and phone checks. If not complying, students are to be held there and a member of the SLT called to deal with the situation while students must hand in phones, coats and bags to go in the boxes or locker if student has one. Shoes must be changed into the acceptable academy pumps. Wrong uniform will lead to a day in isolation and PLAS to make a phone call to parents and carers.
- Staff to use De-escalation techniques and behaviour management strategies when challenging student behaviour and students who display Extreme defiance and abuse to members of staff will not be tolerated and will be dealt with accordingly.
- All staff to challenge aggressive and bullying behaviour at all times and take appropriate action. Aggressive and bullying behaviour will not be tolerated and will be dealt with promptly.
- We expect that all are in the Right time, Right place, and Right thing for both staff and students.
- We are in time to all our lessons and any lateness more than 5 minutes will lead to an automatic after school detention.

### **Sanctions**

Detentions, being moved to safer classroom, behaviour logs, isolation and exclusions are a permanent record of your behaviour and should be seen as a severe sanction.