
Behaviour Policy – Inc Exclusion Arrangements

September 2018-2019

PLA = Personal Learning advocate

PLP = Personalised learning plan

SLT = Senior Leadership Team

Issue Date: July 2018

Review Date: July 2021

The implementation of the Behaviour Policy at each stage is to be agreed and signed off with the Principal and the CEO.

The Trust Behaviour policy makes reference throughout to the role of Academy Advisory Bodies (AABs).

In the event of an Interim Executive Board (IEB) being in place, the IEB will discharge the AAB role and responsibilities in respect of implementation of the Behaviour Policy.

DELTA ACADEMIES TRUST-ELLAND ACADEMY

BEHAVIOUR POLICY

1. INTRODUCTION

Our Academies have at their heart a firm commitment to putting the needs of all students first. Policies and practice promote an environment conducive to learning, ensuring high achievement for all young people, irrespective of their differing needs. All adults have a duty to society to ensure that we set a good example to young people, moreover professionals, parents/guardians, have a responsibility to set expectations and boundaries expected by society.

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?)

1.1 Students are asked to:

- arrive in the Academy and at lessons punctually and be prepared to learn. Any student who arrives late to the Academy or lessons may be required to undertake an after Academy detention;
- bring appropriate equipment such as: Planner, pen, pencil, ruler, calculator, PE kit and any other necessary equipment, a suitable bag to carry books and any equipment needed during the Academy day;
- wear the Academy uniform correctly;
- All students are expected to be polite, courteous and respectful to everyone in the Academy. They are also expected to comply with reasonable requests or instructions made by staff on the first time of asking. These expectations extend to their journey to and from the academy;
- Students are expected to have regard for their own safety and that of others.
- The Academy provides a secure and safe environment for students who are expected to remain on site throughout the Academy day and leave promptly at the end of the day unless engaged in enrichment activities.;
- Breakfast clubs operate in some academies before the start of the school day. However, students are asked not to be on site any earlier than 30 minutes before the start of the school day;

1.2 Parents/carers are asked to support their children to make positive choices by signing the Academy / Home agreement which includes agreeing to:

- support and co-operate with the Academy and its policies;
- inform the Academy of problems and concerns and in partnership try to solve them;
- provide a suitable environment for homework and ensure that homework is completed;
- ensure full attendance and punctuality;
- not take holidays in term time as these will not be authorised in line with the law and Government guidance as set out in the Education (Pupil Registration) (England) Regulations 2013 which came into force on 1st September 2013;
- ensure a student is appropriately presented, dressed and equipped for the Academy in accordance with Academy policy, procedures and requirements in the Prospectus and Student Planner;
- attend parent/carer interviews and appropriate meetings;
- support the Academy rules about behaviour and discipline;
- take appropriate actions or sanctions with their child to support staff at the academy. (It should be noted, that typically only a small percentage of students present poor behavior)

- where parents have a concern they are asked to follow the complaints policy.

1.3 The Academy Advisory Body believes that students should be encouraged to adopt behaviour that supports learning and promotes good relations. Poor behaviour and low-level disruption threaten the rights of young people to an effective education and can lead to people feeling unsafe, bullied, intimidated, or threatened.

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.

- 1st warning – noted on display
- 2nd warning – noted on display
- 3rd time - moved to appropriate place. Noted on display – Recorded on SIMS
- continued disruptions – As in the on call flow chart
- To be recorded on SIMS

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.

Wave 1 - Green card

Green card issued to students to authorise them out of lesson e.g. photocopier. **Not to be used for toilet, drinks, lockers – unnecessary things.**

Wave 2 – Amber card

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 on call. If on call are not in the close vicinity students are to go to TAZ for them to contact on call and get support. On call will try to get pupils back into lessons if suitable. If not they will escort them to the Consequences room. Students who need time out use Red card and go to TAZ.

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 the Consequences Room) 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.

1. 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**

2. 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.

3. 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. Positive feedback including phone calls and post cards is a whole school responsibility and should be utilised and encouraged.

4. 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 and logged on CPOMS). If students are working at a different venue they still need to wear uniform and will get changed to appropriate attire. 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.

5. Smoking in the academy

The academy is a non-smoking site in any form. TEA are taking a zero tolerance on smoking in or near the site. Students who are caught smoking on site or in the company of smokers will be placed in the Consequences room for a period of up to 3 lessons 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.

6. Mobile Phones and Media players

Mobile phones and media players are banned from use in the academy 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 media player the student has to hand it in to the member of staff. The phone will be stored in the Academy safe for the day and a phone call home made. Return of the phone is at the discretion of

the Head of Academy. Refusal to comply with the academy mobile phone policy will lead to the student being placed in the Consequences room until issue is resolved.

7. 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.

8. Corridor Expectations

Any student behaving dangerously or inappropriately in the corridor should be approached positively 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.

9. Fixed Term Exclusions

To be issued by Head of Academy or, in their absence, vice principal or assistant principal as per the scheme of delegation. 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 Safeguarding team must be informed of any students given exclusion. This should be done by the PLA. Exclusion to be entered on CPOMS by R. Shaw and sent to all staff.

10. 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. All incidents to be record on SIMS daily.

11. Aggressive behaviour

Aggressive behaviour directed 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. Any threatening or intimidating behaviour please report immediately to SLT.

12. **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 Consequences room. A bill to cover the damage will be invoiced to parents/ carers where needed police will be informed.

13. **Thinking Time**

Can be used by all staff as an opportunity to reflect and resolve issues that are behaviour related, late to lesson, lack of work and effort.

Staff and Departments can run these sessions during student social times.

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

As staff we will:

- Staff will meet and greet students positively on the corridor and at the start of lessons
- 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 the Consequences room 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.

Please note that the Behaviour Policy makes reference throughout to the following DfE documents:

- Exclusion from maintained schools, Academies and pupil referral units in England 2017;
- Preventing and Tackling Bullying. Advice for Headteachers, staff and governing bodies;
- DfE and ACPO Drug Advice for Schools;
- Use of Reasonable Force;
- Behaviour and Discipline in Schools;
- Screening, Searching and Confiscation;
- Ensuring Good Behaviour in Schools; and
- Dealing with allegations of abuse against teachers and other staff.

All documents should be read in conjunction with this policy. The Trust reserves the right to apply the above DfE guidance and any future changes to statutory regulations in full.