



The Elland Academy

Positive Behaviour Policy
September 2019-2020

PLA = Personal Learning advocate

PLP = Personalised learning plan

SLT = Senior Leadership Team

Issue Date: September 2019

Review Date: September 2020

Agreed by AAB:

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:

- all students to leave all possessions in their lockers Inc. mobile phones
- 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 make up the time;
- if a student is studying any outdoor activity – suitable equipment, clothing should be brought in for the 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; Breakfast club operates in the academy 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.

PRIMARY

As per the Academy Positive Behaviour Policy; **we strive towards a model of positive behaviour**. Central to our ethos is the belief that all behaviour is communication and that where pupils’ needs are adequately

catered for appropriate behaviour is fostered and emotional development is facilitated. We believe that pupils can be encouraged and taught to control their behaviour and that staff can influence pupils' behaviour to create environments where learning can take place in calm, purposeful atmosphere. Our belief that pupils can work towards autonomous control of their behaviour is tempered by our belief that children and young people need guidance and boundaries.

Along with an appropriate environment a positive teaching approach is used. Staff use verbal praise of pupils for both work and behaviour as a basic technique. Verbal praise is reinforced by our behaviour system, together with other rewards such as stickers and certificates.

Together with our emphasis on positive reinforcement of appropriate behaviour is an equally consistent insistence on standards of behaviour being maintained:

- Follow directions from staff.
- Complete all work set to the best of their ability and seek help if needed.
- Speak to others with respect.
- Treat people and property with care.
- Remain within the classroom / learning environment.
- Think and negotiate rather than react and demand.

The behaviour system is summarised below:

- Every session is graded from 3-0
- Pupils can earn up to 35 reward points a day.
- If pupils earn 2 / 3 points in every session they earn stickers. 20 stickers = a lucky dip
- There are 2 daily celebration times. Pupils will be able to access these if they have received 2 / 3 points in the sessions before.
- If a pupil receives a low grade during a session (either 0 or 1) they will then need to complete a reflection log which takes place during celebration or break time. It is vital for pupils to complete their reflection with an adult as this is the time to think about the causes for a particular behaviour, the consequences for themselves and others and possible ways of avoiding repeat behaviour in the future. The pupil completes a reflection sheet and then read, draw/colour or complete any work not done in learning time. Once a reflection sheet has been completed successfully, the matter is considered dealt with.
- Contact with parents / carers is made for positive and negative days.
- Pupils who receive a high average points score will receive a half termly reward.
- If there are 4 or more low scores in a day, an after school detention takes place.
- A pupil may also receive a detention for the following reasons:
 - a) An unprovoked attack on either staff or pupils
 - b) Risk taking behaviour, which is considered to possibly result in serious injury, for e.g. climbing on the school roof, climbing over school perimeter fences.
 - c) Deliberately setting off a fire alarm.
- Every session is a new opportunity, every day is a new day.

Restorative approaches are at the forefront of our work with challenging behaviour and enabling change. However if the pupil has damaged property or been physically aggressive a fixed-term exclusion may be considered. In such cases, statutory procedures will be followed and a re-integration meeting with a senior

member of staff arranged. In the event of damage to property or equipment an invoice for the cost of repairing or replacing items will be issued to parents / carers.

Secondary

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
- 2nd warning
- 3rd time – on call and moved to appropriate place Recorded on SIMS
- continued disruptions – As in the on call flow chart

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.

Stage 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.**

Stage 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. Press the SIMS alert button and if feel necessary use the red card or last resort radio. On call will try to get pupils back into lessons if suitable. If not they will escort them to the Reflection room. Students should request this through their classroom teacher or by another staff member.

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 behaviour, if more details to be given press the behaviour link on the right hand panel) this is a way of recording issues.

If a sanction is to be issued (e.g. Moved to the Reflection 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. Staff should log phone calls to home on CPOMS.

Reflection Room – restorative approach using a behaviour sheet and discussion.

1. Academy Moto

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. All staff to use positive behaviour management strategies.

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. Pink tickets are given to students by staff to reward success. These pink tickets are accumulated overtime and represent monetary value in to the student reward shop. In addition there will be Bronze, Silver and Gold reward structure to celebrate the most successful students e.g. reward trip.

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. Any facial piercings need to be removed or clear. 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 SLT consequence 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 social times may be removed.

9. Positive Handling

All staff are Positive Handling trained and will use these techniques to de-escalate situations where student or staff are at potential risk of harm.

10. Fail Academy Expectations

If a student consistently fails to follow academy expectations then a twilight offer of 2-4 pm may be given. This will be a short-term measure and will be reviewed after 1 week and if not successful could lead to the placement being ceased.

Students can be banned from our transport for a period of time or permanently depending on severity of incident. Failure to follow instructions within the academy may lead to transport being withdrawn on that day. In which case it will be parental responsibility to collect students.

We also reserve the right to delay students arriving by taxi at the end of the day to make up for lost learning.

11. 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 C. Wilkes and sent to all staff.

Exclusion form must be completed and signed by the HOA and the exclusion process followed. On return staff need to complete the reverse of the exclusion form before handing to Caroline Wilkes.

12. 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 student's behaviour record SIMS. All incidents to be recorded on SIMS daily.

13. 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.

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

15. 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 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 3 non-negotiables

- Students are not allowed out of lessons to have a drink – fill their water bottles up at breakfast and break time.
- Mobile phones – see it hear it lose it, all students should be in full uniform and no jewellery other than permitted.
- Window sills – No students to be sat on the windowsill during social times.

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.