



# Behaviour for Learning Policy

Policy reviewed by Academy Transformation Trust on	April 2018
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This policy links to:	Located:
<ul style="list-style-type: none"><li>• Anti-bullying Policy</li><li>• Rewards and Sanctions Policy</li><li>• Safeguarding Policy</li><li>• Child Protection Policy and Procedure</li><li>• E-Safety Policy</li><li>• Social Media Policy</li><li>• Curriculum Policy</li><li>• PDBW Policy</li></ul>	

Review Date – April 2020



## **Our Mission**

To provide the very best education for all pupils and the highest level of support for our staff to ensure every child leaves our academies with everything they need to reach their full potential.

We promise to do everything we can to give children the very best education that gives them the best opportunity to succeed in life. All of our academies have it in them to be outstanding and achieving this comes down to our commitment to our pupils, staff and academies.

## **Our Commitment**

We are committed to taking positive action in the light of the Equality Act 2010 with regard to the needs of people with protected characteristics. These are age, disability, pregnancy and maternity, religion and belief, race, sex, sexual orientation, gender reassignment and marriage and civil partnership.



## **Introduction**

### **Policy statement**

The Trust believes that children and young people's behaviour and success to learning are intrinsically linked. All of our academies focus on improving attitudes and behaviours that lead to a positive climate for learning which is underpinned by high quality teaching, a stimulating learning environment and a culture of praise, recognition and self-discipline.

### **Aims of the Behaviour for Learning Policy**

- To create a secure, stable, caring environment in which effective learning can take place.
- To have mutual respect for all and understand the importance of democracy; the rule of law; individual liberty; mutual respect and tolerance for those with different faiths and beliefs and for those without faith.
- To set acceptable standards of behaviour, using positive ways of maintaining high levels of behaviour, consistently role modelling these expectations.
- To ensure physical, sensory, intellectual impairment and mental health are fully supported, with training reflecting the needs of the academy.
- To ensure all standards are meaningful, attainable, discussed and adhered to by all
- To encourage independence and self-discipline so that each child learns to accept responsibility for their behaviour.
- To embed a belief that the education and success of all pupils is of equal value.
- A learning environment where respect for the dignity of ourselves and others are paramount to success.
- A respect for the community and stakeholders, acting as an advocate for the academy at all times.
- Recognition that all pupils may experience personal difficulties. The academy should provide support to ensure that behaviour issues do not impinge on the learning and progress of others.
- Specific support for SEN/disabled pupils, Pupil Premium pupils and EAL pupils should be regularly monitored and communicated across the academy.
- A commitment to developing individual potential both inside and outside the classroom recognising and celebrating personal milestones.
- The belief that pupils learn best in a safe and nurturing environment, which promotes a sense of belonging and ownership of learning.

## Contents

1	Academy Curriculum .....	5
2	Acceptable Discipline .....	5
3	Intervention strategies .....	5
4	The use of reasonable force .....	6
5	Roles and responsibilities .....	7
6	Outside Agencies .....	9
7	Staff Support.....	9
8	Parent Support .....	9
9	Restorative Justice.....	9
10	Bullying .....	10
11	Child Protection and Safeguarding.....	10
12	Monitoring and evaluation.....	10

## 1 Academy Curriculum

- The planning, delivery and evaluation of the curriculum has a vital role to play in the significant impact on pupils' attitudes to learning.
- Good behaviour should be modelled at all times by all members of the learning community. Social, emotional and behaviour skills must be embedded within the curriculum.
- Pupils respond better to praise and encouragement than punishment. Teaching styles and classroom management should reflect this.
- Opportunities should be provided for pupils and staff to engage in 'pupil voice' and 'staff voice' activities as a means to give constructive feedback and develop a sense of value and ownership for learning and the importance of restorative justice.
- The academy's management structure should provide clear ways in which staff can be supported with behaviour management techniques.
- The academy should provide the means by which SEN/disabled pupils, Pupil Premium pupils and EAL pupils are identified, monitored and supported. This should also include previously identified SEND pupils.
- Regular training must be provided to support staff who have been identified as requiring additional behaviour intervention techniques as part of individual staff development needs.
- The academy SENCO will engage with the wider community, including multi-agency teams, EWOs, partner academies, police, social services, PREVENT, etc.
- The academy will ensure that parents are actively involved in their child's education, the home/academy partnership is an important partnership to ensure social development and progress as well as specific SEND needs are met.

## 2 Acceptable Discipline

All academy staff with responsibility for pupils, have the statutory authority to discipline pupils, including on academy visits, when behaviour is deemed unacceptable, academy rules are not adhered to, reasonable instructions are not followed and in certain circumstances when a pupil's misbehaviour occurs outside of the academy (section 90 and 91 of the Education and Inspections Act 2006).

Anti-social behaviour within the community will not be tolerated and the academy has the right to exercise discipline procedures when:

- They are taking part in any academy- organised or academy related activity
- They are travelling to or from the academy
- They are wearing academy uniform
- They are in some way identifiable as a pupil at the academy
- Their behaviour could have repercussions on the orderly running of the academy
- Their behaviour poses a threat to another pupil or member of the public
- Their behaviour could adversely affect the reputation of the academy

## 3 Intervention strategies

### 3.1 Confiscation of inappropriate items

The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them for liability for damage to, or loss of, any confiscated items provided they have acted lawfully, (section 94 of the Education and Inspections Act 2006). Items confiscated by academy staff will be passed to the Principal or their representative for "safe keeping". The Principal will then communicate with the child's parents/carers to arrange their return. Weapons and knives and illegal pornography must always be handed over to the police. Staff have the power to search for the below "prohibited items" without consent. Where searches are conducted, at least one member of staff should be present in addition to the member of staff conducting the search.

- Knives and weapons
- Alcohol
- Drugs
- Stolen items
- Tobacco products and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by the academy
- Articles that have been or could be used to commit an offence or cause harm (section 93 of the Education and Inspections Act 2006)

## 4 The use of reasonable force

Members of staff have the power to use reasonable force to prevent pupils committing an offence injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Members of the academy's leadership team may also use such force as is reasonable given the circumstances when conducting a search without consent for:

- Knives and weapons
- Alcohol
- Drugs
- Stolen items
- Tobacco products and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by the academy
- Articles that have been or could be used to commit an offence or cause harm (section 93 of the Education and Inspections Act 2006)

## 5 Roles and responsibilities

5.1 The Trust believes that promoting positive behaviour is the responsibility of the community as a whole.

### 5.2 The Trust expects pupils to:

- Conduct themselves around the building in a safe, sensible manner and show regard to others
- Seek support, when required, from an identified member of staff specific to their needs
- Arrive on time to lessons
- Bring appropriate equipment for lessons
- Follow reasonable instructions given by the teacher
- Behave in a reasonable and polite manner to all staff and pupils
- Show respect for the opinions and beliefs of others
- Complete all class work in the manner required
- Hand in homework at the time requested
- Show respect for the working environment
- Follow the academy rules, including safety and social media policies
- Accept responsibility for their own behaviour

### 5.3 The Trust expects staff to:

- Ensure that the policy is consistently and fairly applied.
- Exercise classroom management that encourages positive behaviour.
- Prepare lessons that support all pupils in their learning so that vulnerable pupils do not feel excluded.
- Model in their own actions the expectations the academies have for pupils.
- Prompt in dealing with low-level disruptive behaviour and in identifying early causes for concern.
- Through tutor programmes and lesson content encourage the development of social, moral, cultural knowledge.
- Create a swift and purposeful start to lessons.
- Reinforce clear expectations of behaviour and to follow the Trust's e-safety and social media policies.
- Deliver stimulating and exciting planned and structured lessons which meet all individual needs.
- Deal with incidents of inappropriate behaviour by following the academy's procedures.
- Promote and reinforce positive behaviour in the classroom and restorative justice practice.
- Consideration for underlying issues such as hearing, physical, sensory, intellectual impairment or mental ill health issues which may be the cause for misbehavior, seeking support from the SENCO in such situations.
- Seek advice from the SENCO when appropriate, to support SEND, Pupil Premium and EAL pupils.

#### 5.4 **The Trust expects the Leadership Team to:**

- Provide structures and training to support staff in ensuring the policy is consistently and fairly applied.
- Ensure that the policy promotes equality for all pupils and addresses individual need.
- Provide appropriate training for staff and pupils to address and support SEND, Pupil Premium and EAL pupils.
- Monitor sanctions and rewards to ensure that they are consistent and so that both progress and concern can be highlighted effectively.
- Support the practical strategies of the policy by: dealing with serious referral issues, setting up and leading teams i.e. Inclusion team, Attendance team, providing communication systems with parents and outside agencies, providing appropriate class groupings and timetable arrangements, allocating appropriate resources to support their systems.
- Champion The Trust's policy to improve attitudes and behaviours that lead to a positive climate for learning.
- Develop and implement the academy's Rewards and Sanctions Policy consistently throughout the academy by setting the standards of behaviour and supporting staff in the implementation of the policy.
- Quickly identify 'repeat offenders' and exhaust all means of interventions and support in order to avoid fixed term exclusions and the possibility of any potential permanent exclusions due to persistent disruptive behaviour.
- Ensure that there is a named person responsible for monitoring the effectiveness of this policy.
- Report to Governors regularly on the effectiveness of this policy.
- Ensure the health, safety and welfare of all pupils in the academy.
- Report to and meet with parents and carers when required

#### 5.5 **The Trust expects Governors to:**

- Support the Academy Transformation Trust Behaviour for Learning Policy
- Ensure that all aspects of the policy promote equality for all pupils and addresses their needs
- Monitor and evaluate the implementation of the policy by receiving regular reports and data
- Support the practical strategies of the policy by holding disciplinary and attendance panels for pupils and their parents when there are serious concerns.

#### 5.6 **The Trust expects parents and carers to:**

- Work in partnership with the academy to ensure their child's behaviour and attendance is at least good. With disability-related adjustments being agreed by the Principal.
- Support the academy's core beliefs on positive behaviour management.
- Support the academy in carrying out sanctions and celebrating success.
- Inform the academy of any concerns.



- Respond to concerns raised by members of staff of the academy.
- Ensure pupils come to the academy correctly equipped and prepared to work.
- Consult with parents of pupils with SEND regarding the curriculum offer.

## 6 Outside Agencies

The academy will act as part of a wider community of support and plan accordingly to ensure all pupils achieve. External support may be necessary for external provision and external education providers as well as appropriate and contextual SEND intervention. This additional support will be discussed with parents/carers and early intervention is essential to individual achievement. All referrals will take into consideration. The SENCO and the academy will act in accordance with the policy for SEND. All support programmes will include personal targets/milestones and will be flexible to meet the changing needs, particularly when programmes are not deemed to be successful.

## 7 Staff Support

On occasion academy staff may need support with behaviour management. Support will be provided appropriate to the incident, as follows:

- Advice from senior staff on how to apply the sanctions within this policy in a given situation. Additional SENCO and senior staff support for any pupil identified as SEND, Pupil Premium, EAL and mentally impaired pupils.
- Support from senior staff in dealing with difficult situations by isolation, referral, withdrawal when these are deemed temporary
- Advice in deciding whether an incident is a case of straightforward misconduct or a symptom of more complicated underlying problems i.e. bullying, racial harassment, SEND, relationships, mental health. Support provided through the process for further referral when required.
- Lesson observation by senior staff, SENCO or middle leaders in order to provide feedback/coaching/strategies.
- Opportunities for staff to observe good practice in other lessons/academies.

## 8 Parent Support

- Expectations of parents' support with good attendance and behaviour should be made explicit. The content of this policy must be regularly communicated to parents/carers.
- Parents/carers will be contacted regarding any issues and when praise for achievement or improvement has been made.
- First day calls will be made to ensure absence of a child is known to the parent immediately.

## 9 Restorative Justice

There is an expectation that, following an incident which requires a pupil to be disciplined by a member of staff, a brief restorative justice meeting between all parties involved will be

completed. This improves the relationship between the pupil and member of staff, encouraging tolerance, democracy and mutual respect. Training for this must be provided to ensure the needs of the pupils are met and de-escalation strategies are used appropriately.

## 10 Bullying

The Trust takes bullying very seriously. Bullying involves the persistent physical or verbal abuse of another pupil or pupils including online and mobile devices. It is characterised by an intent to hurt emotionally and/or physically.

As a Trust we expect our pupils to be involved in developing the academy's Anti-Bullying Policy. Pupils identified as having SEND and mental ill health must be given additional support by the academy should they be involved in a bullying situation.

## 11 Child Protection and Safeguarding

The Trust takes the promotion of children's wellbeing and protection from harm very seriously. Where an allegation is of a safeguarding nature (see Safeguarding Policy) we have separate procedures in place for managing allegations of abuse against children (see the Child Protection Policy and Procedure).

## 12 Monitoring and evaluation

The academy will keep a record of incidents of misbehaviour and positive behaviour, this will be evaluated regularly and may inform any policy changes.

The academy will keep a record of incidents of rewards and sanctions and will monitor to provide regular information on how effectively the behaviour policy is working. The academy will also ensure that rewards and sanctions are distributed fairly and the data will be analysed by:

- Gender
- Ethnicity
- EAL
- Pupil premium
- SEND
- Physical diversity
- Intellectual and communication functioning needs
- Mental ill health
- Age
- Religion
- Sexuality
- Children Looked After