

The Academy of Central Bedfordshire

BEHAVIOUR POLICY



Last Review Date: September 2019

Next Review Date: July 2020

Approved by: _____ (Sign)

_____ (Print)

_____ (Date)

Behaviour Policy

This policy follows guidance under the Equality act 2010 in respect of safeguarding and students with SEN and Behaviour and discipline in schools Advice for Headteachers and school staff January 2016.

This policy should be read in conjunction with the following policies:

- Behaviour management Handbook (which provides a comprehensive guide to the procedures within the academy to support the development of good behaviour)
- Code of Conduct
- Teaching and Learning
- Whistle Blowing
- Child Protection and Safeguarding Policy

Introduction

The Academy of Central Bedfordshire believes that all students, regardless of race, gender, religion, sexual orientation, ability and disability, have the right to learn in a safe, caring, nurturing and supportive environment.

The academy has high regard for its students' spiritual, moral, social, emotional and cultural well being and all staff endeavor to provide a caring and creative environment. We work hard to promote the right for students to speak out and seek help in all aspects of their well being.

The academy fosters an environment in which everyone feels safe, secure and respected, where high standards of behaviour, self-discipline are promoted. We have an ethos where all members of the school are valued as individuals.

At The Academy of Central Bedfordshire, a great emphasis is placed on positive reinforcement of behavioural standards through de-escalation, positive modelling from staff and praise. Students' confidence and self-esteem are developed through encouragement, praise, positive modelling and rewards, both verbal and written.

All staff (unless it is deemed inappropriate) at The Academy of Central Bedfordshire are trained in 'Team Teach'. <http://www.teamteach.co.uk/about-team-teach>

Team Teach sets out its aim: through the promotion of de-escalation strategies and the reduction of risk and restraint, to support teaching, learning and caring, by increasing staff confidence and competence, in responding to behaviours that challenge, whilst promoting and protecting positive relationships.

This policy sets out the expectations of behaviour where staff, students and parents/carers/families and other professionals, seeks to create an environment which encourages and reinforces positive behaviour and the fostering of positive attitudes.

In addition, it sets out the consequences for poor behaviour, should it arise.

School Values

Our School Values of Respect, Resilience, Resourcefulness, Reflective and Responsible demonstrate the personal qualities that we are trying to encourage our students to develop. Assemblies are focused on these values each week and students are celebrated for displaying behaviours which have demonstrated our values, during our Friday celebration assemblies.

Some examples of positive behaviour are listed below:

- Respectful language
- Active listening
- Respect for the environment
- Turn taking
- Willingly following appropriate instructions
- Acting on recognised etiquette
- Respect for self and others.
- Taking personal responsibility for one's own actions,
- Acting considerately towards others,
- Respecting the rights and property of others,
- Encouraging self-discipline,
- Encouraging tolerance,
- Telling the truth,
- Challenging and reporting anti-social behaviour.
- Demonstrate School Value
- Helpful to staff
- Successfully responding to teacher marking comments
- Positive involvement in class discussion
- Completing all work to an exceptionally high standard
- Participation in an out of school event
- Demonstrate School Value

Through implementation of the behaviour policy, we aim to:

- create a caring, stimulating and secure environment in which everyone can work and play safely
- promote good behaviour and accept that it is everyone's responsibility
- have high expectations of positive behaviour through modelling, coaching and effective implementation of appropriate and understood consequences
- encourage students to value the school environment and its routines
- empower all staff to expect and receive appropriate behaviour from, and for, everyone

- ensure that good behaviour is recognised and rewarded
- raise student's self-esteem and promote empathy and respect for self and others
- develop a culture in which we accept the child but not the behaviour
- ensure that the policy and values are understood, consistently implemented throughout the academy, and that effective mechanisms are in place for the monitoring and evaluation of this policy. Sound professional judgement from staff is needed.
- Support the students that arrive at The Academy of Central Bedfordshire with a variety of complex needs. It is important therefore that the school identifies the best support for the student in order for them to achieve. This may involve internal support e.g. Literacy, BSW and Inclusion teams, or external support e.g. Assessment and Monitoring, Police, external provision, social services, Youth offending team, CAMHs etc.
- ensure that the School's expectations and strategies are widely known and understood by all stakeholders;
- ensure that every member of the academies' community behaves in a considerate way towards others, both on the academies site and off site including the local community.

How we will achieve our aims:

- By establishing a set of behaviour expectations that students know and understand;
- By having adults who lead by example and model good practice; praise, relationships and reward are key to creating a positive atmosphere where students have the opportunity to succeed.;
- Through close monitoring of every student on a lesson by lesson basis throughout the day.
- SEN Support Plans are established for all students. These are read by all staff so that absolute consistency is used around the management of each child's behaviour.
- That both the student and parents/carers are made aware of the SEN Support Plan and what strategies will be used to deal with negative behaviour. This includes de-escalation techniques and the use of physical interventions, where necessary (see Use of Team Teach policy).

The Curriculum and Learning

An appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the personalisation around student needs, the active involvement of students in their own learning, and structured feed-back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour. Lessons must have clear objectives, understood by the students and which are differentiated to meet the individual needs of each student.

Marking and record keeping will be used both as a supportive activity, providing feed-back to students on their progress and achievements, and as an indicator that the student's efforts are valued and that progress is important.

Classroom Management

Classroom management and teaching methods have an important influence on students' behaviour. The classroom environment gives clear messages to the student about the extent to which they and their efforts are valued.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour.

Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption.

Displays should help develop self-esteem through demonstrating the value of each individual's contribution and, overall, the classroom should provide a welcoming environment.

Teaching methods will encourage enthusiasm and active participation for all. Lessons will aim to develop the skills, knowledge and understanding which will enable students to work and play in cooperation with each other.

Praise should be used to encourage good behaviour as well as good work.

Rewards

Our approach to creating a positive ethos within the School is to treat students positively, by praising them, offering them encouragement and acknowledging their achievements. We will ensure that students know that their effort, achievement and good behaviour are recognised and valued by means of a range of rewards:

- Positive praise slip (3 points)
- Positive praise slip (6 points)
- Value Slips
- Certificates
- "Student of the Week" awards
- Praise in class, in assembly or by the Leadership team for good work or behaviour
- Share good work with another class or member of staff
- Parents informed of good work through phone calls or text messages home.

Consequences and Disciplinary

Sanctions for Students' conduct outside the academies gates

Students' conduct outside the academies gates will be managed in line with the academy's behaviour policy. The academy will respond to misbehaviour when the students are:

- taking part in any academy-organised or academy-related activity
- travelling to or from the academy
- wearing the academy uniform
- in some other way identifiable as a student at 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
- poses a threat to another student or member of the public
- could adversely affect the reputation of the academy.

In all cases of misbehaviour the teacher can only discipline the student on the academy's premises or elsewhere when the student is under the lawful control of the staff member.

When we discuss inappropriate behaviour, we will encourage students to consider alternative choices they could have made which would have resulted in a more positive outcome.

Consequences of inappropriate behaviour may be:

- Use of Criteria that relate to the inappropriate behaviour.
- Use of the Reflection Room (see behaviour management handbook)
- Having time to reflect on their behaviour and discuss the decisions they made; thinking about what other choices are available to ensure positive responses/behaviour in the future
- A sanction imposed on off-site activities
- A student's parents/carers informed or invited in
- A student may be sent to a recovery room for "time" to reflect upon their behaviour
- The student may be supported by a member of the Behaviour Support Team
- The student may be supported by a member of SLT
- Detention will be available during enrichment or after the academy day
- The student may have a verbal reprimand
- A student may be Fixed Term Excluded or Permanently Excluded from the academy

When issues arise, the student involved will have the opportunity to offer an explanation. We will always be fair.

Staff who always work within the Behaviour Management Handbook will:

- Provide a consistent approach across the whole academy.
- Model appropriate behaviour, promoting honesty and courtesy by example.
- Provide a caring and effective learning environment and deliver an appropriate curriculum
- Encourage relationships based on kindness, respect and understanding of the needs of others.

- Show appreciation of the efforts and contributions of all within the Academy.
- Ensure fair treatment of each individual, regardless of age, gender, race, sexual orientation, ability and disability.
- Follow the agreed Behaviour Policy and support each other in doing so.
- Make use of the academies Whistle Blowing policy if it is felt that staff are not according with the academy's ethos, procedures or standards.

Students will be encouraged at all times by staff to:

- Treat others as they would like to be treated.
- Respect others, regardless of age, gender, race, sexual orientation, ability and disability.
- Accept responsibility for their choices.
- Demonstrate good manners.
- Take care of their personal appearance, school environment and belongings.
- Work collectively within their classes and key stages

Key Workers will:

- Analyse the student's daily data and be the key pastoral link for that student in the academy. It is essential that they form positive and trusting relationships with all of their assigned students.
- Create professional positive relationship with the parent/carers of the students who are in their group.
- Be responsible for completing a SEN Support Plan for the student, where longer term targets are set and reviewed each term during our Parent Consultation Days.
- Analyse half termly data to formally identify and record patterns of behaviour. The identified data will be used to update Positive Handling Plans, Behavioural Interventions to support the promotion of positive behaviour.

We will encourage parents, carers and families to:

- Support the academy so that students receive consistent messages about how to behave both at home and at the academy.
- Support and encourage their child's learning.
- Inform the class teacher/ Key worker/ attendance officer/ Senco /SLT member should any concerns arise about behaviour at home.

The Leadership Team will:

- Implement the Behaviour Policy consistently throughout the academy
- Regularly analyse trends and consequently to ensure the academy is moving forward together
- Ensure the health, safety and welfare of all students in the academy
- Celebrate examples of exemplary behaviour with the whole academy
- Support the staff in implementing the Behaviour Policy
- Keep detailed records of all reports of incidents of serious misconduct, physical intervention etc, together with details of the action taken.

- Deal with serious, unacceptable behaviour.

Monitoring procedures

Behaviour Watch is the main form of monitoring. It is used as a diagnostic tool by the academy to support the development of every student, in addition to recording serious incidents. On induction every member of staff receives training in how to record strategies and incidents on Behaviour Watch. This information is regularly reviewed by staff as a means of supporting staff as means of developing positive behaviours.

Monitoring of the policy

This policy will be consistently updated and modified as practice within the academy progresses. A behaviour management handbook amongst other policies should be read alongside this policy. It is the responsibility of the Governing Body to review this document at least once a year.

Conclusion

Teachers have the right to teach and students have the right to learn without unnecessary disruption. Good order does not just happen; it needs to be worked for.

A positive approach will ensure that appropriate behaviour is rewarded and that inappropriate behaviour has consequences. Students will not follow a set of expectations just because they exist, or are posted on a classroom wall. All staff must take time to teach students appropriate behaviour by:

- Setting high expectations
- Not ignoring poor behaviour

This policy and guidelines must be followed by all staff to ensure a consistent and corporate approach to managing behaviour at The Academy of Central Bedfordshire.

This policy will be reviewed annually.