



# Academy 360

## BEHAVIOUR POLICY

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| Approved by:               |                      |
| Academy 360 Governing Body | Date: September 2016 |
| Next Review                | Date: September 2017 |

## **Academy 360 – Management of student behaviour**

### **Our behaviour management principles:**

- Good relationships lie at the heart of our behaviour management
- Every member of staff deals with conduct and behavior for learning before passing it on to someone else
- As staff, our behavior, expectations and our relationships define the culture and ethos of our school
- We have a professional responsibility to set high standards
- An ordered, safe and supportive environment is a prerequisite for effective learning.
- We serve the community to whom we are accountable, both professionally and personally.

### **Our model of behaviour management is based on:**

- Very high and clear expectations
- A system and culture of reward for good behaviour
- Positive discipline” born out of mutual respect

### **Positive Behaviour Management**

Good behaviour management is essential if we are to guarantee excellent teaching and learning. We have the highest expectations of our students and of our own professionalism and performance, thus ensuring all our children’s safeguarding needs are met.

Our students are the same as those elsewhere. They respond positively to a friendly greeting, to praise and to a calm, ordered environment where they understand what is expected of them and where there are clear routines in place. They expect to be asked to enter classrooms in an orderly manner, to listen to staff, to complete homework and to leave rooms calmly at the end of a lesson. Students also expect to be rewarded for good work or behaviour. The most effective type of reward is face to face praise for a job well done.

### **Positive Routines for Lessons**

Listed below is a best practice checklist for teaching staff, listing strategies that can help to create a calm working environment and ensure classes adopt positive routines.

#### **Positive routines for the start of lessons**

- Be on time for your lessons and be well prepared – it is useful to have books and resources already on desks whenever possible.
- Adopt the ‘Meet and Greet’ policy at the door and oversee the corridor around your classroom during transition time.
- Ensure that uniform is of the correct standard and that all students have the correct equipment.
- Ensure you register is taken promptly and accurately.

- Start the lesson on a positive note and give praise for good conduct – compliant & focused students deserve to have their efforts acknowledged.

### **Positive behaviour management routines during the course of a lesson**

- Expect the students to behave well and to follow all instructions.
- Give positive, specific praise and encouragement as often as possible try to say something positive to everyone.
- Move around the classroom. Position yourself so that you can see everyone.
- Never leave your class unattended.
- Only one student to be allowed out of class at any time and this must be with a pass.
- Get to know your students and develop positive relationships with them.

### **Positive routines for the end of lessons**

- The end of the lesson should be an orderly, calm affair.
- Ensure that everybody clears up and is ready to leave the lesson on time.
- Build in time to complete any student report cards.
- Dismiss students in an organised way, ensuring chairs are under tables and all equipment and stationary has been collected in.
- Adopt the 'End and Send' structure to dismiss students from your class/area. Supervise exit into and along the corridor to ensure good corridor behavior and remain there to ensure a calm transition and to meet and greet your next class.
- Avoid making students late for their next lesson with effective time management.

### **b. Dealing with misbehavior**

Members of staff facing confrontational situations with students are reminded that the priority is to resolve the situation as calmly and as quickly as possible. Here is advice on how to keep situations as calm as possible and reduce the likelihood of students exhibiting more serious behavior:

**Remain Calm** -The ability to remain calm and appear relaxed is less likely to provoke. Think of the value of stepping back from a situation, both physically and emotionally. A relaxed posture and a non-threatening, calm stance are recommended. Allow time for you and the student to make a more considered response.

**Be aware of Social Space** – Take a step back. Pointing or wagging fingers can be seen as an intrusion into personal space and make students feel intimidated or uncomfortable. Similarly backing students into a corner or shutting doors on them can heighten their emotions.

**Diffuse body language responses that may appear aggressive** – As well as keeping a good social distance from the student try to take a sideways stance as this is less confrontational. Make intermittent eye contact rather than staring directly at the student, as this is less confrontational. Try to keep a relaxed body posture with palms open.

**Don't block exits** – Staff should not physically stop students from leaving their room by blocking a door way or holding a door shut, unless it poses a physical danger to them or others. They should give students a clear choice and spell out consequences but, unless there is a risk of injury, should never be physically restrained. If a student walks away from you, let them, and deal with it later.

**Avoid comments that might be seen as derogatory** – comments that are perceived as insulting or derogatory only inflame tensions and create further problems. When dealing with difficult situations try to choose your words carefully and avoid sarcasm because most students will interpret it literally.

### **c. Resolution**

As adults it is our role to facilitate resolution and offer students a positive means by which to resolve difficult situations without students feeling disempowered or humiliated. Resolution is as important to staff as it is to students because it allows everyone to move on, confident that a similar situation will not arise in the future. It also ensures that ill-feeling is not carried over. As staff it is essential that we model positive behaviours and ensure that it is behaviour, not individuals, which we don't like.

Resolution can happen in a number of different ways, and does not necessarily require an explicit apology. When seeking resolution it can be useful to:

- Acknowledge feelings of anger, frustration, hurt pride and so on
- Ask students to explain why they think the other person is upset
- Ask students to understand how their behaviour might have affected others
- Ask students how they intend to resolve it and “make it up”
- Explain to students why it is important why we have a behaviour policy and apply any sanctions fairly and consistently

As a general rule, resolution works best when it is done between the individuals with the closest involvement in a situation. Most incidents that occur at Academy 360 will be able to be resolved simply, between the member of staff and student themselves, without input from other colleagues. Being able to manage and/or re-build a positive relationship with a student or students after a difficult incident empowers staff and helps students to learn how to resolve situations in a positive manner. This is a key element of our strategy – we are all in this together.

### **Teaching and Learning**

Outstanding teaching results in better behaviour and therefore increased learning and progress. It is, therefore, essential that we prioritise our teaching so that students are focused, motivated and engaged in learning in our lessons, and there is a really strong learning ethos within the school.

Teaching and learning is our core business and as a school we are defining and developing a pedagogy that is bespoke to Academy 360. Our key priority is to raise the achievement of all members of the school community, so we can guarantee that

all students make progress, at least in line with expectation. This is achieved by maintaining very high expectations of ourselves & our students.

#### **d. Promoting good behaviour – Rewards**

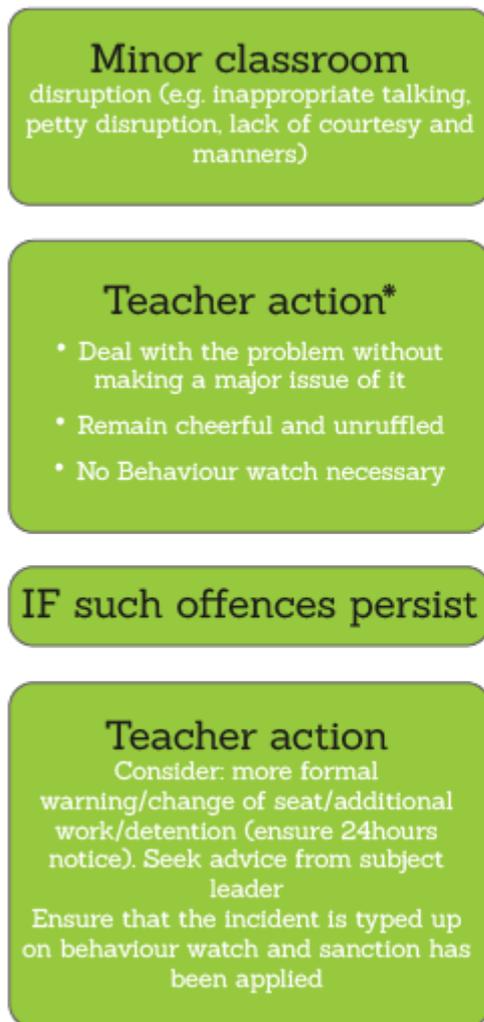
We all respond to encouragement and praise. This is true of adults as much as children and young people and Academy 360 students respond particularly well to positive reinforcement and contingent praise. The aim of any reward should be to encourage an intrinsic reward response in the student, whether for academic or extra-curricular work, so that there is a sustained positive change in the students perception of themselves as a successful and capable person. Student achievement should be recognised in as many different ways as possible, through assemblies, displays in classrooms and corridors and through publication of students work. However, the impact of much “smaller” rewards such as a quick compliment cannot be underestimated. Students who are praised and encouraged will want to be in your lesson and to do well. Creating a positive classroom ethos is essential to creating a learning environment. Academy 360 believes that good behaviour is best promoted and developed by drawing attention to and rewarding, well behaved students. The Academy will seek to reward students for positive behaviour, work, attitude, attendance, punctuality and contribution to Academy life. As responsible adults and professional people we will all recognise the key features of rewarding students through our positive responses:

- Verbal encouragement
- Positive written comment on pieces of work
- Postcards to parents across a range of curriculum areas
- Merit awarded in class for positive attitudes to learning certificates
- Elected ‘Student of the month’ prominently displayed in academy foyer with trophy
- ELT roll of honour
- DHT Commendation Letters and postcards – student will be congratulated by the Deputy Head teacher for an action or achievement deserving of praise, followed by a letter to parents
- Trophies and certificates will be presented in assemblies
- Attendance postcards and rewards, including football tickets.
- End of year trips and celebration assemblies
- At the end of the year prize giving ceremonies will take place for students who have made an outstanding contribution to the life of the school.

#### **Referral**

*Academy 360 believes that, in the vast majority of cases, outstanding lesson planning, delivery and calm, positive interactions with students create a learning environment where students work hard and comply with the school rules. Nearly all incidents of poor classroom behaviour should be dealt with at classroom teacher level as this empowers staff. When the teacher wishes to take action, there are a number of levels of intervention that we can consider.*

## Teacher Action



### **Minor classroom disruption and referral to subject leader**

If the teacher needs assistance or advice about a behaviour problem, the first port of call should be the subject leader.

**Subject leader action** (Where the teacher's efforts to deal with misbehaviour have not had the desired effect) Seek assistance from the subject leader, ensuring that the latter is given a written account via behaviour watch of the nature of the problem and action taken so far.

- Reinforce teacher action
- Interview pupil
- Initiate departmental action/report
- Transfer pupils within department
- Keep notes and monitor
- Liaise with parents

Department action may well continue for as long as it takes, until a conclusion has been reached. Once a child is causing concern in several subject areas the matter will also become a pastoral affair, involving the Head of Year. As with teacher action, any department action should also be factually recorded using behaviour watch.

**Please note: The teacher should not see any subject leader support as a replacement for action of their own. It is the responsibility of the teacher to see the matter through to a satisfactory conclusion, preferably by their own means but with assistance if necessary.**

### **Head of Year action**

If there is no improvement in behaviour and the disruption continues, the head of year will need to become involved in the management of that pupils behaviour. One off major problems may also need to go straight to the Head of Year. Teaching staff will need to use their judgement on what constitutes a major incident.

### **Major and “one off” incidents**

Major and one off incidents would include things such as outright defiance, involvement with suspicious substances, assault, serious bullying, gross verbal abuse and dangerous behaviour (including being in possession of dangerous items). The main priorities should be the health and safety of all concerned, followed by minimizing disruption to other people. If it is deemed that a student has engaged in a behaviour that compromises the safety of themselves and others, they could be at risk of permanent exclusion.

### **During lessons**

- Teachers involved should try to stay calm and in control so that the incident does not escalate and confrontation is avoided.
- Do all you can to remove tension from the situation and all “normal service” to resume
- Ring for support/on call if required
- On call staff will provide assistance.

### **Outside of lessons**

- Use your professional judgment to determine the best course of action
- If possible, escort the offender to the nearest HOY or member of ELT (if available) or the pastoral area where AHOY are based
- Leave the offender to one side while you calmly explain what has happened
- As soon as you can write it up the account on behaviour watch.

## **Behaviour and Expectations during lesson time**

### **Learning behaviour and expectations for all students**

1. Arrive on time to all lessons
2. Come prepared to lessons with the correct equipment (pen, pencil, ruler and planner) and be ready to learn
3. Follow staff instructions at all times
4. Participate fully in all lessons
5. Be respectful of all other members of the school and allow them to make good progress
6. Complete tasks to the best of your ability in lessons
7. Meet deadlines for all homework and revision tasks
8. Know your targets and how to make further progress
9. Understand how to learn and improve and respond to all teacher feedback

## **Behaviour and Expectations around the school community**

### **Expected behaviour from all students**

1. **Registration/Tutor time** - Students should sit at their desks and the register must be taken. Equipment and Uniform will be checked and classroom expectations should apply.
2. **Assembly** – Form tutors will escort students to assembly. Students should arrive and leave in complete silence.
3. **In corridors** – Staff will supervise corridors during lesson change time. Students should walk quietly in an orderly manner. Doors should be held open for others and courtesy should be shown at all times.
4. **Leaving a classroom** - Students should leave in an orderly manner as directed by the member of staff, e.g. one row at a time. Members of Staff should precede the students to the door.
5. **Break time** – Y11 are allowed in the hall, all other year groups will remain on the yard unless it is a wet break. Behaviour on the yard should be orderly with no running around or physical contact with other students.
6. **Care of the school** - Students must not mark the walls or desks. They should keep off the grass and flower beds and should not drop litter. They should help the cleaning staff by avoiding unnecessary mess.
7. **Food around school** – Food purchased from dining halls at break time or lunch time, can only be consumed in those areas. Eating in corridor and classrooms is not permitted and will be confiscated if seen in these areas. The only drink permitted outside of the dinner hall is water.
8. **Equipment** - Students should bring a minimum of a pen, pencil, ruler and planner to each lesson.
9. **Good manners** - Students are expected to behave in a reasonable, considerate and courteous manner at all times. They should always talk to each other and to staff in a polite manner.
10. **Respect for each other** – Students are expected to show consideration and respect towards each other at all times.
11. **School Uniform** - This must be worn smartly at all times. Blazers and ties must be worn and shirts need to be tucked in. Plain black shoes are the only footwear

permitted (trainers, plimsolls, vans etc. are not allowed). If for any reason a problem arises then parents must contact the school. Jewellery (apart from a watch and ear studs) must not be worn in school and makeup and haircuts and colours should not be excessive or extreme.