

Behaviour for Learning Policy

Policy Version Control

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Responsible committee:	LGB
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Change Control

Date	Changes made	Agreed by	Authorised for use by	Date of review
09/11/16	Paragraph 13.3 change in terminology to Governor from IEB.			
	Paragraph 14.1 to clarify drug paraphernalia.			
	Parapgraph 19 insertion of drug paraphernalia.			

Monitoring and Review (if applicable)

Rewards and sanctions will be monitored to provide the academy with regular information on how effectively the behaviour policy is working. The academy will also monitor to ensure that rewards and sanctions are distributed fairly and so the data will be analysed by:

- Gender
- Ethnicity
- SEN
- Age
- Pupil Premium

Behaviour data will be monitored by:

- Comparing half-termly statistics, and annual totals for rewards, sanctions and attendance
- Comparing group attendance data over time and looking for patterns
- Weekly monitoring of Behaviour and Attendance looking for patterns
- Monitoring individual's rewards and sanctions to identify progress or cause for concern
- Observation of lessons/form time/break time and student response

Evaluation of the behaviour policy will be based on the above data and will inform the academy's development planning. Evaluation will take the form of half termly progress board reports and reports to Governors.

The Governing Body will review this policy at least every two years and assess its implementation and effectiveness. The policy will be promoted and implemented through the Academy.

This policy should be considered in conjunction with the following associated policies and procedures:

- Home/Academy agreement;
- Anti-bullying policy;
- Attendance policy;
- Safeguarding policy;
- Use of physical restraint policy;
- OAT Exclusion Policy.

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1.0 INTRODUCTION

Ormiston Endeavour Academy is committed to creating a fully inclusive learning community in which excellence is standard and all of its members feel safe, secure, challenged and supported. We have the highest expectations of all our learners, value them as individuals and celebrate their success. Our academy motto is “**Excellence is Standard**” and all this underpins everything that the academy does.

It is vital that there are the highest expectations of all our students to ensure that resources can be focused on achievement and well-being. All members of the academy are expected to agree to these expectations and ensure that they meet them.

The Behaviour for Learning Policy determines the clear boundaries of acceptable and unacceptable behaviour, the rewards and sanctions and how they will be consistently and fairly applied to ensure that “Excellence is standard” in all areas of academy life.

This policy has been developed in keeping with the following legislation:

- Education Act 1996;
- School Standards and Framework Act 1998;
- Education Act 2002;
- Education and Inspections Act 2006;
- Education Act 2011;
- Ensuring Good Behaviour in schools (2012);
- This policy also acknowledges the school’s legal duties under the Equality Act 2010, in respect of safeguarding and in respect of students with special educational needs (SEN)

This policy also reflects the guidance provided in the DfE Guide “Behaviour and Discipline in Schools” published in January 2016.

2.0 CORE PRINCIPLES AND VALUES

- The belief that the education and success of all our students is of equal value;
- Celebration of diversity in gender, race, creed and ability, by providing quality teaching to raise standards and equalise life choices;
- A belief that bullying in any form is completely unacceptable and will always be taken very seriously;
- Respect for the dignity of ourselves and others;
- Recognition that all members of our community have rights and responsibilities;
- Recognition that all students may experience difficulties because of events such as bereavement and family problems. As with students who have special educational, physical or emotional needs, the academy provides support to ensure that a disproportionate number of behaviour issues do not arise from these more vulnerable students;
- A commitment to developing individual potential and autonomy both inside and outside the classroom;
- The belief that students learn best in a safe and nurturing environment, which promotes a sense of belonging;
- A recognition that high student self-esteem and aspiration are essential to success and are best encouraged in a community that celebrates all that is positive;
- Recognition that the success of any academy policy depends on the understanding and support of parents and as such, should be shared with them and their commitment to it sought.

3.0 IMPLICATIONS FOR THE ACADEMY CURRICULUM AND ORGANISATION

- All involved in the planning, delivery and evaluation of the curriculum will recognise that the quality of teaching and learning has a significant impact on student behaviour;
- Good behaviour can be taught. Expectations of learning behaviour will permeate the curriculum. The PSHE and Tutor time curriculum will provide opportunities to develop students' social, emotional and behaviour skills. High expectations in the classroom, consistently applied across the academy, will establish good behaviour as the norm;
- Students also learn by example. We have a responsibility to model what we expect
- Students respond better to praise and encouragement than punishment. Teaching styles and classroom management should reflect this;
- All involved in the organisation of timetable and classes will avoid creating barriers to success for any individual. Whilst no individual has the right to disrupt the learning of others, decisions about class sets, groupings or opportunities will be made on the basis of ability not behaviour;
- Opportunities are provided both within the classroom and outside it for students to develop social skills and personal responsibility i.e. Endeavour Ambassador programme. These opportunities should also provide ways in which all members of the community can express opinions and listen to one another;
- Everyone needs help to manage behaviour issues at some point. The academy's management structure recognises this and provides clear ways in which staff can be supported;
- The academy's Support for Learning Team and Children's Services provide the means by which vulnerable students are identified, monitored and supported;
- All students should be aware of the way in which the academy deals with incidents of bullying and how bullying should be reported. Students should be involved in this process through peer mentoring schemes, Endeavour Ambassador discussion and the like;
- The academy will support staff in developing teaching approaches that promote positive behaviour and attendance, by providing regular training sessions, individual advice and opportunities to observe good practice;
- In its practical strategies for intervention the academy will make full use of support from the wider community, including multi-agency teams, EWOs, partner academies, police, social services, etc;
- The communication systems of the academy will ensure that parents are actively involved in their child's education, with contact being made and support enlisted not only to manage negative issues but also to celebrate success.

4.0 RIGHTS AND RESPONSIBILITIES

The principles and expectations of appropriate behaviour as defined within this policy apply equally to staff, students and visitors to the Academy; each member of our community is entitled to key rights and is expected to fulfil key responsibilities namely:

Rights:

- To enjoy learning in a positive environment;
- To be respected;
- To be safe;
- To be accepted;
- To be listened to.

Responsibilities:

- To be equipped and prepared for learning;
- To maximise learning through regular attendance and punctuality;
- To be familiar with and follow all rules of our Academy;
- To respect and listen to all members of our Academy;
- To care for all in our Academy community.

5.0 DEFINING BEHAVIOUR

The Academy defines acceptable behaviour as that which promotes courtesy, cooperation and consideration from all students in terms of their relationships with other students, teachers, staff and visitors or community members both inside and outside the Academy.

Unacceptable behaviour is defined as being any activity which has an impact on the learning, well-being or reputation of themselves or others.

6.0 ROLES AND RESPONSIBILITIES

This policy is based on the belief that promoting positive behaviour is the responsibility of the community as a whole.

The policy will not have an impact on the learning ethos of the academy unless everyone applies it comprehensively and consistently.

Specific roles are as follows:

6.1 The Governing Body

- Defines the principles underlying the academy's behaviour and attendance policy;
- Ensures that all aspects of the policy promote equality for all students and addresses individual needs;
- Monitors and evaluates the implementation of the policy by receiving reports and data;
- Supports the practical strategies of the policy by holding disciplinary and attendance panels for students and their parents when there are serious concerns.

6.2 The Principal and the Senior Team

- Promote positive behaviour and good attendance;
- Provide structures and training to support staff in ensuring the policy is consistently and fairly applied;
- Ensure that the academy promotes equality for all students and addresses individual need
- 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 these systems.

6.3 Form Tutor

- Based on the Primary model, it is important that Form tutors take the first line of responsibility for pastoral issues. This includes regular communication with parents when there are concerns regarding a student ;
- If the Form tutor considers that their efforts to gain support from parents is no longer working then a referral should be made to the Assistant Head of House who can then decide on what further action should be taken.

6.4 Support for Learning Team

- The Support for learning team should deal with medium level to serious level misbehaviours on a day-to-day basis. They should also support teachers and form tutors where efforts have been made to gain parental support but have not proved successful;
- Provide support programmes for identified individuals and groups;
- Advise the Inclusion Team/Children's Services on appropriate courses of action;
- Communicate with parents/carers re concerns and provide advice or support for families;
- Monitor individuals or groups to allow for early intervention and review of support provided;
- Evaluate support for individuals through reports to the Senior Team and Governors.

6.5 Teachers and Teaching Assistants

- Ensure that the policy is consistently and fairly applied in and out of class;
- Exercise classroom management that encourages positive behaviour;
- Prepare lessons that support all students in their learning so that vulnerable students do not feel excluded;
- Follow the behaviour and consequences system;
- Model in their own actions the expectations the academy has for students;
- As form tutors or subject teachers act in the first instance 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, emotional and behavioural skills;
- Provide support programmes for identified individuals and groups;
- Communicate with the curriculum lead and support for learning team, any concerns about students behaviour.

6.6 Support Staff

- Ensure that the policy is applied consistently outside the classroom as well as in lessons;
- Provide role models for students in their own actions and dealings with others;
- Support staff involved in disciplinary, attendance or reward procedures by providing clerical and administrative assistance;
- Communicate with the support for learning team any concerns about students behaviour.

6.7 Parents and Carers

- Take responsibility for their child's behaviour and attendance;
- Support the academy's core beliefs on positive behaviour management;
- Support the academy in carrying out sanctions and celebrating success;
- Communicate with the academy when concerns arise.

7.0 SUPPORT FOR STUDENTS

Some students will need extra support to manage their behaviour so they can avoid escalating problems and possible exclusion. The academy will provide, in addition to the regular teaching of positive behaviour, rewards and sanctions, structures designed to ensure early identification of students at risk and their support.

The Support for learning team:

- Will identify students at risk and to decide the most suitable course of action for their support. This may include referral to an outside agency;
- The team will act on information and referrals from other staff through the Director of support for learning. The team will act as 'gatekeepers' to avoid ad hoc and inappropriate referrals being made;
- Will provide mentoring (both academic and personal), and tailored programmes for individuals who have difficulties with behaviour e.g. anger management ;
- Will liaise with parents and other agencies;
- Will advise on appropriate alternative curricula;
- Will advise those staff who need to know when behaviour difficulties are due to family circumstances e.g. bereavement, illness, imprisonment within any legal restrictions or data protection regulations;
- Will monitor individuals to measure the impact of support and progress.

7.1 Outside Agencies

The academy will act as part of a wider community of support. Some students will benefit from referral to another agency for:

- Alternative curriculum provision for set periods of time e.g. as part of a planned re-entry strategy;
- Assessment leading to: specific SEN support or a planned programme within the academy.

The support outlined above will be provided within the following context:

- The academy will contact parents sooner rather than later. Early intervention should help to avoid exclusion;
- The academy will work within the wider community and communicate with and take advice from other professional bodies;
- All referrals will be mindful of a child's SEN where appropriate and the academy will therefore act in accordance with the policy for SEN;
- The Support for learning team will monitor sanctions regularly to ensure that no child 'slips through the net' and that all concerns are identified at an early stage;
- All support programmes will contain targets for improvement and regular review. The academy should be in a position to respond in a flexible manner to a child's changing need, particularly when programmes are not deemed to be successful.

8.0 STAFF SUPPORT

While it is the responsibility of all staff to deal with occasional and minor misbehaviour, there will be a need sometimes for support in managing more serious situations. Inexperienced staff may also need support and advice. In order that all staff is able to implement this policy effectively the academy will:

- Communicate clearly the way in which behaviour issues are referred and to whom;
- Identify the way in which more senior staff will support behaviour issues;
- Provide regular training, particularly for staff either new to the academy or the profession, on positive teaching strategies;
- Provide staff with training on issues of racial harassment, and other forms of bullying/ prejudice so that they are best able to be responding appropriately;
- Use other professionals and consultants from outside the academy to give advice and training;
- Employ a range of staff within the academy, as identified below, to support the work of teachers in creating a positive learning environment.

The academy recognises that all staff will need help with behaviour management at some point and that to ask for help is not a weakness.

The forms of support that will be provided once a difficulty has been identified are varied and will be applied in a manner appropriate to the incident, as follows:

- Advice from senior staff on how to apply the sanctions within this policy in a given situation;
- Support from senior staff in dealing with difficult situations by isolation, referral, withdrawal or the like when these are deemed temporary;
- Advice on deciding whether an incident is a case of straightforward misconduct or a symptom of more complicated underlying problems i.e. bullying, racial harassment, ADHD, SEN, etc and provide, through the Inclusion Team, the process for further referral when required;
- Liaison, through Children's Services, and identified staff with other agencies;
- Lesson observation by senior staff or subject leaders to provide feedback on how classroom management can be improved on an individual basis;
- Opportunities for staff to observe good practice in other lessons or academies;
- A Staff Development Programme that is closely linked to individual performance management targets;
- Opportunities in subject/ support for learning meetings to discuss issues and share ideas;

- The allocation of resources to provide staffing levels and expertise to support teachers.

9.0 SUPPORT FOR PARENTS

- Expectations of parents' involvement in supporting attendance and good behaviour should not be taken for granted but made explicit. The academy will therefore make this policy clear to all parents at all Open Evenings and Induction events before new students join the academy. The Home Academy Agreement will play an important part in harnessing parental agreement and support and will help parents to understand their own role in this part of their child's education;
- The Behaviour for Learning Policy will be issued to all parents annually with opportunities for them to comment;
- All reports and communications to parents about progress will also stress behaviour and attendance so that parents are kept up to date;
- Staff from the support for learning team and children's services will work to support parents, particularly those who find it hard to come to academy;
- Parents will always be contacted as soon as there is any concern so that they are involved immediately;
- Parents will also be contacted 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;
- Arrangements will be made to communicate in the home language where this might be necessary.

10.0 CONSULTATION

Staff, students and parents will have the opportunity to discuss this policy and its effectiveness on a regular basis so that it becomes a flexible document that responds to changing need. Consultation will take place as follows:

- In staff training sessions and meetings at least once a term;
- In Endeavour Ambassador meetings at least annually;
- Through annual postings to parents and at parental consultation evenings through a questionnaire.

11.0 ACADEMY REWARDS AND CELEBRATION

11.1 Rewards

The expectation of Ormiston Endeavour Academy is that students will respond to positive behaviour and reward procedures. Rewards are a vital part of our students' experience at school and we need to ensure that every student feels noticed and appreciated for working hard and doing their best. We need to reinforce that making good choices is worth it.

A range of meaningful rewards helps staff to motivate and congratulate students and therefore improves commitment to learning and levels of engagement.

Our key rewards method is the use of Vivo. For more information see:

www.vivoclass.com

Involving parents in celebration is also key to our learner's success.

Methods of reward:

- Vivos;
- Postcards home;
- Student star of the week;
- Phone call home/ Phone call Fridays;

- Verbal praise;
- Rewards room;
- Recognition in the Newsletter;
- Recognition via Twitter / Facebook (social media);
- Celebration assemblies;
- Rewards trips;
- Special prizes;
- House competitions;
- Display of students' work and success around the school.

12.0 SANCTIONS AND RESTORATIVE PRACTICES

Sanctions are only effective if used rarely, appropriately and consistently.

In the Academy we value the use of restorative practices underpinned by the four values of Respect, Responsibility, Repair and Reintegration.

The Academy will implement a range of appropriate strategies to deal with unacceptable behaviour by students, including:

- Use of a common restorative language;
- Restorative conversations;
- Verbal reminder of appropriate behaviour;
- Teacher led sanctions;
- Department lesson removal;
- Whole school lesson removal;
- Use of the Internal Isolation room;
- Referral of concerns to: class teacher, tutor, Assistant Heads of House, Heads of House, Curriculum leads, Assistant Principals, Vice Principal and Principal ;
- Use of detentions;
- Withdrawal of privileges;
- Communication with parents via phone and then letter;
- Meetings with parents/carers;
- Referral to the support for learning team to include the OAT Engage practitioner and The Turnaround Centre;
- Final warning from Chair of Governors.

13.0 ACADEMY SANCTIONS PROCEDURES

The table below shows the notification of consequences for in and out of class behaviours.

Level	Consequence
1	You will receive a verbal warning.
2	You will be issued with a 15 minute detention which you will be required to serve at lunch or break time.
3	Your parents will be contacted and you will be issued with a 30 minute detention.
4	Your parents will be contacted and you will receive a 1 hour after school detention. Failing this sanction will result in a Senior Leadership Team detention. Another non-compliance will lead to a Principal's detention.
5	You will receive a 1 day internal exclusion and be required to complete all work set whilst following all IER rules and expectations.
6	You will be excluded from school for 1 day and then complete 1 day in Internal Exclusion demonstrating satisfactory effort and behaviour before being allowed back into lessons. Failing your reintegration process or repeating your negative behaviour will result in further fixed term exclusion.
7	You will be removed from normal school routine for a period of 1 week. During this time your future at Ormiston Endeavour Academy will be evaluated.
8	Persistent negative behaviour and refusal to comply with consequences will be referred to the Principal. You will be required to meet with the Chair of Governors and may be temporarily moved to another school whilst permanent exclusion is considered.

13.1 Detentions

The Academy uses detentions in line with the sanctions consequence chart. These can include lunchtime, break time and after school detentions. The academy also uses school based community service detentions which can include picking up litter, weeding the school grounds, tidying a classroom/ communal area and removing graffiti.

Parental consent is not required for detentions.

This is in line with DFE guidance detailed in the "Behaviour and discipline" document from January 2016.

13.2 Isolation Room

The academy uses the isolation room as a sanction for any student who reaches level 5 on the consequence chart. The student is expected to complete their normal school work but without interaction with other students. The student will be in the isolation room from 9am-3pm. They will have lunch and break in the isolation room and will be allowed toilet breaks where necessary. They will be escorted by a member of staff.

13.3 Turnaround centre

The Academy has a turnaround centre. This is situated in the site and serves two purposes. Firstly any student who reaches level 8 on the consequence chart will be placed in the centre for one week where they will be supported to make changes in their behaviour through a bespoke programme and also complete their normal lesson work. A meeting will also be held with the child, parent and Chair of the Governors to discuss the situation and agree a behaviour contract which all parties involved sign. It will be made clear that any further breaches of the academies behaviour policy could result in permanent exclusion.

The other function for the Turnaround centre is to put in place bespoke support for students who need additional assistance with their behaviour for learning. This will vary from an hour a day through to more comprehensive support depending on need. This will be judged on a case by case basis and involve the support for learning team in making this decision.

14.0 EXCLUSIONS

The OAT Exclusion Policy clearly outlines the Academy's position in relation to Exclusions.

14.1 Permanent Exclusion

Permanent exclusions will normally be used only as a last resort when a range of other strategies have been exhausted.

In exceptional circumstances, the Principal might consider it appropriate to permanently exclude a child for a first or one-off offence. Such circumstances may include:

- where there has been serious actual or threatened violence or harm against another student or member of staff;
- sexual misconduct;
- bringing an illegal drug, or drug related paraphernalia, into school or attending school under the influence of drugs;
- carrying a weapon.

The expectations of acceptable standards of behaviour are clear. Should students not adhere to the standards and expectations of good behaviour set out by the Academy the Academy Sanctions procedures will be applied.

These procedures are for behaviour inside and outside the classroom whilst representing the Academy.

15.0 SEARCHING STUDENTS

The following rights are defined in the Education Act 2011.

Academy staff can search students with their consent for any item.

The Principal and staff authorised by the Principal have the power to search students or their possessions, without consent, where they suspect the student has a "prohibited item". Prohibited items are listed under paragraph 19.0.

Searches will be completed by two members of staff with a full written record made.

16.0 USE OF REASONABLE FORCE

The Academy recognises that there may be occasions when a member of staff has to take action that involves a degree of physical contact with a student.

The Academy uses the definition of reasonable force as being 'no more than is necessary in the circumstances'. The Academy recognises the DfE guidance that reasonable force is used most often to restrain or to control a student.

All members of staff at the Academy have the power to use reasonable force. This includes those who the Principal has put in temporary charge of students. Most frequently this would include unpaid volunteers or parents.

The Academy may use reasonable force to:

- Prevent pupils committing an offence;
- Injuring themselves or others;
- Damaging property;
- Maintain good order and discipline in the classroom.

17.0 MOBILE PHONES/MP3 PLAYERS/PORTABLE ELECTRONIC DEVICES

The Academy has a clear policy on mobile phones. They must not be seen in use in the Academy and the academy has the right to confiscate the phone/ device. The item will then be taken to the schools front office and parent contacted. The item will then be placed in a secure place.

Only a responsible adult can then collect the confiscated item.

18.0 THE POWER TO DISCIPLINE BEYOND THE SCHOOL GATE

The Academy is empowered through legislation to sanction criminal and non-criminal bad behaviour and bullying which occurs anywhere off the school site which is witnessed by Academy staff or reported to the Academy.

19.0 ITEMS NOT PERMITTED

The following items are not permitted in the school building:

- Energy drinks;
- Cigarettes, tobacco, cigarette papers, lighters and matches;
- Alcohol, illegal drugs, drug paraphernalia and other dangerous substances;
- Fireworks;
- Pornographic material;
- Stolen items;
- Dangerous weapons;
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property;
- Any material that may cause offence.

19.1 Confiscation of prohibited items:

Staff are allowed by law to confiscate, retain or dispose of a pupils property as long as it is reasonable in the circumstances. The law protects staff from liability for damage to, or loss of any confiscated item providing they have acted lawfully.

Weapons, knives and extreme or child pornography must be handed to the police, otherwise it is for the academy to decide if and when to return a confiscated item.

20.0 BULLYING

The Academy views bullying of any kind as a serious matter. Full details of the Academy policy and procedures are set out in the Anti-Bullying Policy.

21.0 MALICIOUS ACCUSATIONS AGAINST STAFF

Any student who is found to have made malicious allegation against staff will receive a high level sanction.