



Behaviour Policy

Committee/Person(s) Responsibility: **Education Strategy Director**

Distribution: **Visible Learning Website**

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Policy written by Julie Cathcart and approved at the Trustees Board meeting August 2014. This policy will be reviewed every year.

Document Reviews

Version	Date	Approved/ Reviewed	Comments	Initial
1.0	July 2014	August 2014		JAC
1.1	August 2015	August 2015	Minor amendments to language	JAC/LR
1.2	August 2016	August 2016	Minor amendments to include linked policies	LR

The Education Fellowship believes that a clear and realistic behaviour policy is essential in establishing a positive culture in our academies that underpins the achievements and successes of all the students. We promote and reward good behaviour and ensure that bad behaviour, bullying and racism are not tolerated. Key to this policy is that:

- ♥ students, staff and parents should understand and accept the content of this policy
- ♥ all members of the academy community should be listened to and responded to; the academy community is students, staff, parents, governors and fellowship executives
- ♥ the academy community are always considerate towards the learning needs of each individual member and supportive of the academy as a learning community
- ♥ students and staff are entitled to learn and work in a safe and secure environment
- ♥ all academy staff and students should show respect for one another
- ♥ good behaviour should be encouraged and consequences should be applied for unacceptable behaviour
- ♥ appropriate action should be taken to reduce the risk of poor behaviour happening for all students, but especially vulnerable students
- ♥ students whose behaviour and attendance may deteriorate through events such as bereavement, abuse, or divorce should be identified and supported
- ♥ academy staff should model positive behaviour and promote it through active development of students' social and emotional competencies
- ♥ all members of the academy community including parents should be encouraged to use restorative approaches
- ♥ students should be encouraged to act as ambassadors for the academy. This would include on academy trips, work placements and journeys to and from academy
- ♥ academies will work together to support a child who may benefit from a fresh start in a different academy (managed transfer)

Academy expectations

This list of expectations should be applied to the academy's home/academy agreement or contract.

Staff should

- ♥ treat students with respect
- ♥ know their children and know their names
- ♥ have high expectations of themselves and students
- ♥ model good behaviour

- ♥ teach and promote social and emotional aspects of learning
- ♥ investigate incidents carefully and promptly listening to both sides
- ♥ ensure the classroom and other areas of the academy provide a safe and attractive learning environment
- ♥ prepare lessons carefully to meet the needs and abilities of all students
- ♥ apply rewards and sanctions consistently and fairly
- ♥ involve students in deciding the class and academy rules/code of conduct
- ♥ work with families and other agencies to ensure students' needs are met
- ♥ work with other fellowship and local academies to ensure smooth transition

Students should

- ♥ arrive at academy in good time
- ♥ treat adults and other students with respect
- ♥ work hard in class and allow others to work
- ♥ obey the agreed academy rules and follow the code of conduct
- ♥ look after other students in the academy
- ♥ report bullying or any accident or incident
- ♥ look after the academy equipment

Parents should

- ♥ ensure their child arrives in good time and with the correct clothing and equipment
- ♥ ensure that on academy days students have had a good night's sleep and a good breakfast
- ♥ support their children in completing their homework
- ♥ treat academy staff and other academy families with respect
- ♥ model good behaviour to their children particularly around the academy site
- ♥ respect the academy and class rules/codes of conduct
- ♥ notify the academy of their child's needs

Risdene Expectations

Our school vision is:

*To ensure our children are given the opportunities to **DREAM** of a bright future, **BELIEVE** in themselves, and **ACHIEVE** their highest potential in school and throughout their life so that they can truly make a difference wherever they go.*

Our aim is to ensure that all children are able to learn and thrive in a learning environment that is built on mutual respect. Therefore, we have reviewed our core values to ensure that they will be a fundamental part of school life. Our school values enable us to show **P.R.I.D.E** in all that we do:

P- Positivity

R- Respect

I- Integrity

D-Determination

E - Excellence

We have introduced the Risdene S.T.A.R.S. These are expectations of ourselves and each other:

Stay Safe

Take responsibility

Always work as a team

Respect others and property

Show Self Control

The children are taught what these expectations mean in context as much as possible. We teach the children the expectations as part of lessons, out on the playground as well as in assemblies. The school expectations are displayed throughout our school.

Our whole school positive behaviour management strategies include;

-  Bronze, silver and gold
-  Gold prize
-  Star of the week
-  Happy notes for parents
-  Stickers
-  Individual target charts
-  Attendance awards
-  Lunchtime table award
-  Lunchtime buddy award

Our whole school behaviour consequences include;

-  Verbal Reminders
-  Verbal Warnings
-  Time out in class
-  Time out in another area
-  Exclusion
-  Yellow, orange and red

Whole School behaviour System

The principles behind Risdene's behaviour management system are:

-  That all pupils have the opportunity to make positive choices about their behaviour and influence outcomes.
-  That teachers integrate a system within daily teaching in order to promote positive behaviour and effective behaviour management skills.
-  Pupils who consistently follow the expectations are noticed and rewarded.

The system allows for the following:

- 📌 A consistent approach that can be used by all staff.
- 📌 Whole group and individual reward system.
- 📌 Teaching of specific behaviours and routines

GOLD
<ul style="list-style-type: none"> • 5 Extra House Points • Recognition in Celebration Assembly • Chance of a Golden Ticket win
SILVER
<ul style="list-style-type: none"> • 3 extra House Points
BRONZE
<ul style="list-style-type: none"> • 2 Extra House Point
BLUE
<ul style="list-style-type: none"> • Everyone in the class starts on blue at the start of everyday • 1 Extra House Point
YELLOW
<p>Reminder of expectations followed by being moved down onto yellow.</p> <ul style="list-style-type: none"> • Lose up to 5 minutes of class time. This is your chance to refocus in a quiet area of the classroom away from others. • When the child has completed their time out in class then they need to be verbally encouraged to earn their way back up onto blue and/or higher.
ORANGE
<ul style="list-style-type: none"> • If yellow behaviour continues after a verbal warning, then the child needs to move down to orange. • A child can be moved straight down to orange if the behaviour action is deemed to be serious enough. If a child is moved down to orange, then they will have a 10-minute time out in another class. • When the child has completed their time out in class then they need to be verbally encouraged that they are starting back on blue and/or higher. • Parents to be contacted if it occurs on more than one occasion • Phase Leaders to be made aware at an appropriate non-teaching time
RED
<ul style="list-style-type: none"> • If orange behaviour continues after time out in another classroom and a verbal warning, then the child needs to move down to red. • A child can be moved straight down onto red if the behaviour action is deemed to be serious enough. • If a child is moved down onto red, team teach staff may be called, if necessary. • A time out with behaviour support staff may be used. • Consequences of missing break, lunch or extracurricular activities may be deemed appropriate. A child may be given limited choices of play activities. • If a child reaches the red level, then parents will be contacted and a meeting may be set up with a member of SLT and member of staff involved. • Possible internal or external exclusion.

Vulnerable Pupils

During their time at school some pupils will require extra support in managing their behaviour. At these times the behaviour strategy may need to be adapted to support vulnerable pupils. The behaviour logs which the teachers complete are reviewed. This will enable targeted support for vulnerable pupils.

This information will contribute towards:

- 📄 Individual Education and /or Behaviour Plans.
- 📄 Pastoral Support Programmes.
- 📄 Support from outside agencies.

Multi Agencies and External Advice

Where it becomes clear that a child is having on-going difficulties with managing their behaviour, there are a wide range of strategies which are used to support pupils:

- 📄 Behaviour charts to enable celebration of good behaviour.
- 📄 Increased communication between home and school.
- 📄 Individual behaviour plans (IBPs).
- 📄 Support from the SENCo (Special Educational Needs Co-ordinator), possible identification of teaching assistants.
- 📄 Small group work or 1:1 support in self-esteem, emotional literacy, anger management, nurture group sessions etc.
- 📄 Additional learning support where this is identified as a barrier to learning and impacts on the pupil's behaviour.
- 📄 Reduced timetable.
- 📄 Referral to outside agencies such as Educational Intitlement, Educational Psychologist, Mental Health Worker, LA, Behaviour Specialists etc

Serious breaches of behaviour policy

Physical, verbal, racist attacks and bullying (including homophobic comments) are serious offences to which the Academy has a duty to respond immediately to protect the victims of such behaviour. In these cases a child may be excluded for a fixed term period in the first instance.

Parents and the Principal/Headteacher will be involved in dealing with such cases. In extreme cases the police may be involved. Academies have a legal duty to report racist behaviour to the appropriate authorities.

Academies need to respond to the serious incident appropriately in the first instance.

After that the academy needs to understand what may have triggered the action and a plan should be put in place to ensure that future incidents are minimised and the behaviours are managed.

Exclusions

Where an incident, after due investigation and consideration of the circumstances and after considering all other possibilities, warrants an external exclusion we work

with the CEO or designated executive of The Education Fellowship, Principal/Headteacher and Chair of Governors, following the government guidelines on exclusion of students.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf

The school will inform Northamptonshire County Council and the Lead for Safeguarding and Welfare at The Education Fellowship of any Exclusions that occur.

Guidelines for good behaviour management

-  It is essential that staff should remain objective and calm when managing disruptive behaviour
-  It is important to listen and respond quietly
-  Do not overwhelm the student with loud, nagging demands
-  Avoid attitudes becoming polarized or push towards confrontation
-  Maintain a positive attitude. Remind the student of positive behaviours and desired attitudes
-  Clarify options and consequences, rather than impose directives
-  Do not make threats
-  If the problem can't be sorted out there and then, agree to sort the problem out at a later agreed time
-  Involve other people to help
-  Remove the student from an unhelpful environment

Restorative Approaches

When students make a mistake they will be supported to learn about the consequences for other people and to think about how to put things right. Restorative Approaches provide tools whereby a student who has done wrong becomes accountable to those he/she has harmed. The aim is to facilitate communication and dialogue, which restores and promotes reconciliation. Restorative approaches are underpinned by:

-  Respect; listening to all members of the academy community
-  Responsibility; enabling and encouraging people to take responsibility for their actions
-  Reparation; seeking opportunities to repair the harm that has been caused
-  Re-integration; applying a robust response, which is also a learning process. The aim being to solve the problem while allowing students to remain included and involved in education

When a member of staff is dealing with an incident they can do so in a way that promotes these principles. Wherever possible, inappropriate behaviour will be dealt with restoratively. The restorative approach is based on 6 key questions, which

constitute a 'restorative enquiry'. By using these questions you will facilitate a restorative approach to resolving conflict:

1. What happened?
2. What were people thinking?
3. How did this make people feel?
4. Who has been affected?
5. What should we do to put things right?
6. How can we do things differently in the future?

These questions are designed to assist students to better understand the connection between their thoughts, feelings and actions. A restorative enquiry can challenge the student to be aware of the effects of his or her actions on others and provide an opportunity to put things right.

Students may be brought together by a member of staff for a restorative discussion in an attempt to resolve the situation. Classes may be led in a restorative class conference.

In more serious matters a Restorative Justice Conference will be considered and, if appropriate, facilitated by a trained member of staff or volunteer. The facilitator, following an assessment, will decide the appropriateness of an RJ conference. The conference may involve parents/carers. Those involved are encouraged to take part in a conference, although attendance is voluntary.

When it is not possible to resolve a matter restoratively, other consequences may apply.

Restorative approaches are supported by regular class circle times and peer mentor and peer support programmes that are well publicised.

Consistency of policies

This policy should be read alongside the following other school policies:

- Child protection and safeguarding policy 2016
- Code of Conduct for Safer Working Practice 2015
- Anti-bullying policy 2016
- E-safety policy 2015
- SEN policy 2016
- Risdene Inclusion Policy 2017