

POSITIVE BEHAVIOUR POLICY

The Academy's expectations with respect to behaviour and the systems which operate to support these expectations are essential in ensuring that all members of the Academy community work together to produce an environment that is purposeful, orderly and safe.

This policy is intended to communicate what the Academy expects and the kinds of behaviour that are valued by the Academy and its community. This policy is relevant to students, teachers, support staff, parents, carers and all others associated with the Academy.

PRINCIPLES

At the Parker Academy everyone will:

- **Act with courtesy, co-operation, consideration and respect to others at all times.**
- **Take responsibility for their actions.**
- **Respect the right of others to learn and realise their potential.**

These principles pervade all aspects of the policy:

- **Behaviour for Learning** – provides a reference for expected behaviour, it should be known by all members of the community and may be referred to as a guide and to point out how behaviour can be improved.
- **Bullying Policy** – the health and safety of everyone in the Academy community is a priority. Bullying in any form is unacceptable and will be dealt with rigorously and sensitively to ensure the emotional and physical wellbeing of students and staff.
- **E-Safety Policy** – covers the use and misuse of IT. Cyberbullying is unacceptable and will be dealt with rigorously and sensitively to ensure the emotional and physical well-being of students and staff.
- **Classroom Expectations** – must be made clear to all students to ensure that all have the maximum possible opportunities to learn effectively, safely and enjoyably.
- **Rewards** – praise, encouragement and rewards are vital means of positively recognising effort and achievement in both behaviour and work. They are key features in pointing out expected behaviours and should not be withdrawn once issued.
- **Sanctions** – used appropriately to discourage and eliminate the repetition of specific unacceptable behaviour.

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REWARDS and SANCTIONS

It is the ethos of the Academy that the emphasis is on positives and not on negatives as the aim is to recognise the achievements and successes of all students. The behaviour system therefore records any positive as worth three times the value of a negative.

The system is built around three key areas:

- Learning
- Self
- Community

All positives and negatives are linked to these three categories.

The awarding of positive points is linked to the individual student but also the House that the student is linked to.

In response to the unacceptable behaviour of a student, a member of staff may deploy a range of responses, including the issuing of sanctions that will serve to deter the student from similar or related offending behaviour in the future and act as a punishment that is proportionate to the offence.

Members of staff should refer to **Behaviour for Learning and Good Practice Guidelines (see Appendix)** when considering the most appropriate course of action to take. Sanctions may be issued in relation to reported incidents that have taken place in a variety of circumstances e.g. during:

- Lessons and Assemblies.
- Presentations and Workshops.
- Break and lunch-times.
- Educational Visit, including visits abroad.
- Travelling to and from the Academy, including journeys on the allocated buses.

Under exceptional circumstances, sanctions may also be issued in relation to an incident of unacceptable behaviour that have taken place out of Academy hours, including evenings, weekends and holidays where the health and safety of members of the Academy Community may be compromised or the reputation of the Academy is harmed.

Examples of sanctions that may be issued or applied include:

- **Removal from a Classroom** for a short period of time, a maximum of 5 minutes.
- **Faculty Remove** – removal from a classroom for a longer period of time. This may involve supervision by another member of staff in a neighbouring classroom. In more serious cases this may involve a transfer to another teaching group on a temporary or permanent basis.

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- **Break Detention** – applied for a maximum period of 10 minutes.
- **Lunch-time Detention** – applied for maximum of 10 minutes.
- **Academy Detention** – Academy detentions run for 30 minutes after school.
- **SLT detention** – SLT detention runs for 1 hour after school on set day of the week.
- **Internal Exclusion** – for serious offences it may be appropriate for a student to be isolated and supervised by senior members of staff.
- **Fixed Term or Permanent Exclusion** – for the most serious offences the Principal will consider issuing these most severe sanctions.

APPENDICES

1. BEHAVIOUR FOR LEARNING

Within the Academy community everyone is expected to act with courtesy, co-operation and respect at all times.

Remember to:

- **Respect yourself**
- **Respect others**
- **Respect your environment**

The following rules apply to students and staff:

Respect yourself

- Dress smartly and appropriately.
- Bring the correct equipment to allow you to work.
- Be on time for everything and ready to work.
- Complete all your work in class and at home to the best of your ability.
- Behave as you would want others to behave towards you.

Respect others

- Be considerate to others.
- Be polite and courteous.
- Allow others to learn.
- Do not make other people's lives more difficult.
- Never verbally or physically abuse someone else.
- Play an active and positive part in all aspects of Academy life.

Respect your environment

- Put litter and waste in the bins provided.
- Do not smoke.
- Do not graffiti anything in the community.
- Use all areas of this community for the purpose they are intended.
- Do not enter or use areas that are out of bounds to students.
- Remember that there are people around you who may be younger and smaller than you in the Academy.

2. GOOD PRACTICE GUIDELINES FOR TEACHERS

Please make it clear, to all students, that the following are unacceptable:

- Rudeness to any member of staff.
- Failure to comply with the reasonable expectations or requests of any member of staff.
- Using a mobile phone/electronic device during lessons other than for learning purposes.
- Rudeness to one another.
- Failure to complete or hand in work.
- Being out of lessons or in the Academy without permission.

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- Smoking.
- Eating and drinking outside designated dining areas.
- Chewing gum.
- Dropping litter.
- Untidy appearance.
- Make-up.
- Jewellery - students with pierced ears may wear a small pair of plain gold coloured studs, one in each ear lobe. No other piercings are permitted.

Movement about the building is difficult. In each building movement must be in single file, on the left - in corridors and on stairs. Noisy, unruly behaviour cannot be allowed.

Certain items are forbidden in the Academy and will be confiscated immediately and passed to an appropriate member of staff for safe keeping:

- Cigarettes, lighters, matches.
- Any form of knife or similar implement.
- Chewing and bubble gum.
- Any form of alcoholic drink.

Mobile phones may be brought to the Academy but must be silent during lessons and will be confiscated if used inappropriately at any time (see Mobile Phone Policy).

Acceptable standards of behaviour, work and respect depend on the example of us all.

- All have positive contributions to make.

Good order has to be worked for, it does not simply happen:

- Set high standards.
- Apply rules firmly, fairly and with consistency.

Most important of all:

- Expect to give and to receive respect.
- Everyone at the Academy is here for a purpose.
- Respect every person.
- Treat everyone as an individual.

Maintaining positive relationships between everyone and at every level is essential.

Take the initiative:

- Greet and be greeted.
- Speak and be spoken to.
- Smile and relate.
- Communicate.

Problems are normal where children are learning and testing the boundaries of acceptable behaviour.

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Our success is tested not by the absence of problems but by the way we deal with them.

Don't over react, address the problem:

- Avoid confrontation
- Listen.
- Establish the facts.
- Judge only when certain.
- Use punishments sparingly.

Removal of privilege is the most effective strategy.

OUT AND ABOUT THE ACADEMY

All informal contact contributes to standards of behaviour. Control that behaviour by taking the initiative at every opportunity.

Expect to:

- Start the dialogue.
- Greet students.
- Deal with all misbehaviour - to ignore it is to condone it!
- Set high standards of communication, manner and dress.
- Enjoy relating to students.

IN THE CLASSROOM

Create and sustain a positive, supportive and secure environment. Well prepared, stimulating lessons generate good behaviour and earn respect.

Expect to:

- Arrive before the class and begin on time.
- Be prepared for the lesson.
- Keep everyone occupied and interested.
- Extend and motivate all students.
- Mark all work promptly and constructively.
- Set homework regularly to schedule.
- Use first names.
- Maintain interesting wall displays.
- Keep an attractive, clean and tidy room - if you have a base - and if you haven't then help those who do to maintain theirs.

DO ALL YOU CAN TO AVOID

- Humiliating it breeds resentment
- Shouting in anger it diminishes you
- Over-reacting the problems will grow
- Blanket punishment ... keep your powder dry
- Sarcasm it damages you!
- Never punish what you cannot prove

DO ALL YOU CAN TO:

- Use humour it builds bridges.
- Keep calm it reduces tensions.
- Listen it earns respect.
- Be positive and build relationships.
- Know your students as individuals.
- Carry out any threats you have to make.
- Be consistent.

Always apply rules positively, fairly and consistently.

3. STRATEGIES TO IMPROVE STUDENTS' LEARNING

3.1 Set clear objectives

- Learning objectives should be made clear at the start of each lesson, or sequence of lessons, e.g. "By the end of today's lesson you will have learned/be able to...."
- The objective(s) should also be recorded for the students to read, as a lesson focus on the whiteboard/OHP or on the printed resources that students are using.
- The learning objectives should link to previous learning.
- In projects, or in a series of lessons, the objectives should be re-iterated and recorded so that students are able to refer back to them.

3.2 Know your students

- Aim to use students' names and speak to as many students as is practical in a lesson, either individually or in small groups.
- Calling the Register at the start of every lesson helps you to learn names.
- Target your interventions by making a point of speaking to the quieter group members of the group.
- Knowing the students will help you to assess them informally and formally.

3.3 Have high expectations

- Your expectations shape your students' performance. Have high, positive expectations, as these will be communicated to the students you teach.
- Knowing the students' prior attainment and current level of performance will help you to set attainable individual targets and to track progress.
- Use positive language and change "I can't" to "I can" by giving students opportunities to experience success.
- One example of communicating your expectations is to state in the objectives what everyone **must** achieve, what the majority **should** achieve and what a few **could** achieve in the lesson to maintain the challenge in the lesson and to help differentiate the activities.

3.4 Manage behaviour

- Describe the behaviour you wish to see and then reinforce positively when it happens.
- Praise is a great motivator – you should aim to make many more positive comments in a lesson than negative ones. Make sure that you are not gender-biased in your positive (or negative) comments.
- Separate the negative behaviour from the person and aim to modify the behaviour in your response. Do not use personal or sarcastic language in establishing acceptable behaviour.
- Use rewards and sanctions in line with policy.

3.5 Create high challenge, low stress lessons

- The most effective learning takes place when students are challenged by the work but confident in their environment.
- Classrooms should be secure environments where students can make mistakes and learn without fear of intimidation or put-down. Behaviour should be managed to enable this (see 4 above).
- The use of humour and ability to appear fallible help to establish an open learning environment.
- The most-able students should be praised for their achievement and actual attainment, not just their perceived effort.

3.6 Use teaching approaches appropriate to different learning styles

- Reinforce any information you provide visually, auditorally and kinaesthetically. This accesses the preferred learning styles of all students and makes the new information more memorable.
- Teach with learning styles in mind and use a variety of activities (in one lesson or a series of lessons) to allow all learners to access the learning.
- The variety of activities will help in differentiation, will promote students' interest and increase motivation.
- Maintain the pace of lessons, using changes of activity (e.g. from independent to group work) to keep the lesson structured and all students actively engaged.

3.7 Encourage independent learning

- Set constructive homework activities related to the learning objectives.
- Use a variety of homework activities to develop both skills and knowledge.
- Use homework to reinforce the learning and set it within the lesson, not necessarily at the end of the lesson.
- Give students the opportunity to plan parts of their learning through open-ended research activities supported by structured sheets/instructions.

3.8 Feedback

- Use assessment for learning (formative assessment) by linking it to the learning objectives and to the individual targets you have agreed (see 3 above).
- Encourage students to reflect on and to review their own learning.
- Establish rules for group feedback to involve students in self-evaluation
- Check students' understanding regularly and **use constructive statements** in any feedback, oral or written, relating to students' work.

3.9 Recap

- Keep learning under review and use short activities to help students to focus on their learning outcomes and achievements.
- Make the link back to the learning objectives for the lesson (refer to the focus) and indicate the next steps in learning.

4. CLASSROOM EXPECTATIONS

Everyone will respect the right of others to learn and realise their potential.

4.1 At the start of lessons:

- Arrive punctually.
- Enter rooms sensibly and go straight to workplaces.
- Take off and put away any outdoor wear.
- Take out the books, pens and equipment for the lesson.
- Put bags away (not on desks).

4.2 During lessons

- Work sensibly and allow others to do so.
- Remain silent when the teacher is talking to the class.
- Listen to the contributions made by other students.
- Raise hands to answer questions unless specifically asked to call out.
- Only leave the lesson if given permission to do so.
- Record homework in homework diaries as requested.
- Do not eat, drink or chew

4.3 At the end of lessons

- Pack away and put coats on only when instructed to do so.
- Leave the room clean and tidy.
- Put chairs on tables and close windows at the end of the day.
- Leave the room in a sensible and orderly manner.

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<u>Positive</u>	<u>Such as:</u>		
P1	Verbal praise Achievement points awarded		
P2	Faculty postcards sent home Positive phone call home		
P3	Head of Faculty postcard sent home		
P4	Principal praise postcard at discretion of the Principal Achievement events Subject awards Whole school awards		
<u>Negative</u>	<u>Such as:</u>	<u>Action</u>	<u>Follow-up</u>
N1 - Name written on the board Verbal warning	Not following Academy expectations (learning focus)	Check differentiation of work 1:1 discussion	Praise positive behaviour for learning
	Incorrect use of electronic devices in class	Move seat Sent out of class for 'cooling off' period – max 5 minutes 10 minute detention with class teacher at break or lunch	Academy expectations reinforced
N2 - Faculty refocus	Failure to improve behaviour for learning after N1	Class teacher to contact home 30 minutes after school detention with HOF	Place on Faculty report - professional judgment through conversation with HOF and HOP notified via email Text to be sent home re: after school detention
N3 - Refusal of Faculty refocus = ALERT	Failure to improve behaviour for learning after N2 ALERT: - Walked out - Truancy - Refusal of Faculty refocus - Non-compliance	HOF to contact home 60 minutes after school detention on Thursday with member of LG	3 N2 incidents across Faculties over a week → place on HOP report (HOF to contact home) 3 N2 incidents in a Faculty over a week → place on HOF report (HOF to contact home) Text to be sent home re: after school detention
	Non-attendance of 30 minute after school detention		
N4 – Serious incident	Swearing directly at an adult Repeated failure to respond to Academy expectations	Mentoring 60 minutes after school detention on Friday with member of LG 1-day isolation Possible exclusion	3 N3 incidents across the Academy → place on LG report (LG to contact home)