



## **POSITIVE BEHAVIOUR FOR LEARNING POLICY**

**Assistant Vice Principals KS3/4, October 2011  
Formal Review: October 2012**

## POSITIVE BEHAVIOUR FOR LEARNING POLICY

### 1. Introduction

The Academy has clear expectations of good behaviour and has in place both positive reinforcement practices and clearly established procedures for dealing with incidents of unacceptable behaviour. (See also Learning Policy)

### 2. The aims are:

- to recognise, realise and celebrate the potential of all students, thus promoting high self-esteem, high expectations and a sense of achievement;
- to create an environment in which students are enabled to become mature and industrious, accepting responsibility for their own actions; and
- to form an active partnership with parents to support the learning of their children

These aims are supported by regular and appropriate in-service training; close parental and community links; student organisation which takes account of ethnic and gender balance; the boosting of students' self-esteem through positive reinforcement and extra-curricular activities; and Academy social events aimed at pulling together the different life experiences of groups within the community. Key to those aims being realised is the consistent enforcement of rules across the Academy and the consistent celebration of good behaviour and hard work.

#### **Procedures:**

The Academy has a Poster of 5 Rules; Classroom and Dinermight, that it expects all our learning community to follow see Behaviour Handbook. (Appendix 2) Students, staff and parents have been involved in reviewing these rules and setting it out clearly for all members of the Academy community to see. The 'Positive Behaviour for Learning Policy' outlines the rules that we expect all members of the Academy to consistently follow. It also states the sanction used when a student breaks a rule. See Behaviour Triangle (Appendix 1).

An ordered environment is vital to create an environment so that all students can learn and all teachers can teach. Behaviour discussion is high profile whenever staff and students meet in a learning dialogue eg Learning Guides, ELM Mentors and staff training. Experienced staff support others in classroom management and behaviour and there is an In-Service Training (INSET) session for all staff at least once a year. This session takes place near the start of each year in Staff Conference and reviewed by the Academy Council at the end of the year. The great majority of students in the Academy go about their everyday activities without breaking rules. The Academy rewards those students. (see Rewards Policy)

#### **Procedures for detentions**

Staff will place a student on detention at their discretion using the guidelines in the Behaviour Handbook (Appendix 2). Parents will be given 24 hours notice if the detention is outside normal Academy hours. The Academy recognises that parents

may inform us of a particular problem, we will take this into account but acknowledge that parents cannot overrule the Academy's decision to detain the student.

### **3. The Academy recognises its responsibility**

To support, praise and, as appropriate, reward students' good behaviour;

- to ensure staff model good behaviour and never denigrate students or colleagues;
- to promote positive behaviour through active development of students' social, emotional and behavioural skills;
- to ensure the whole Academy community is consulted about the principles of the Academy Behaviour Policy and the Academy's Code of Conduct;
- to establish, and communicate clearly, measures to ensure good order, respect and discipline;
- to ensure the Academy's Behaviour Policy does not discriminate against any student on, eg grounds of race, gender, disability or sexual orientation, and that it promotes good relations between different communities;
- to ensure teachers' roles in Academy discipline matters are consistent with the National Agreement for Raising Standards and Tackling Workload, and Workforce-Remodelling Agenda, so that there is due recognition of the enhanced roles of support staff, all responsibilities are focused on teachers;
- to ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies;
- to apply sanctions fairly, consistently, proportionately and reasonably – taking account of SEN, disability and the needs of vulnerable children, and offering support as appropriate;
- to take all reasonable measures to protect the safety and well-being of staff and students, including preventing all forms of bullying and dealing effectively with reports and complaints about bullying;
- to keep parents informed of their child's behaviour, good as well as bad, use appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities;
- to work with other agencies to promote community cohesion and safety.

### **4. Expectations of Students**

Students are expected to follow the Academy Code of Conduct

- attend regularly and punctually
- bring the required equipment to school
- give of their best effort at all times
- be polite and respectful to other members of the Academy community
- wear their uniform with pride
- behave in an exemplary manner on their way to and from school and when representing the Academy on trips
- care for their environment
- complete all home learning set
- students must not: disrupt the learning of others
- prevent the teacher from teaching
- put at risk the health and safety of others
- all students are expected to abide by the Academy's behaviour rules

- good behaviour will be reinforced by involving students in the Academy's decision making processes (see Student Voice Policy)

## 5. Expectations of Parent

- all parents will be expected to sign a Home-School Agreement when their child joins the Academy
- parents are expected to take proper notice of communications from the school concerning their child's behaviour and academic progress
- parents have an entitlement to be fully informed about and question the Academy's decisions regarding their child's behaviour. However, we expect parents to accept and support the Academy's decision

## 6. Student Support

All of the Academy's policies and systems support the Behaviour Policy. Some particularly relevant features are:

- i. Diversity will assist all students in accessing the curriculum at an appropriate level to meet their needs through personalised learning programmes, monitored by learning guides, Progress Managers, Curriculum Leaders and Interventions Director. This includes IEP and Pivots
- iv. A tutorial system based upon vertical tutor groups in which students from all years are represented. Tutors are pivotal figures in understanding the learning and social needs of their tutees and communicating these to appropriate colleagues. Our House System will encourage collaboration, teamwork and a strong sense of mutual responsibility.
- vii. We recognise that competence in the key skills of literacy and numeracy enables access to learning. Red House Academy will seek to ensure that all students have functional skills in these aspects, appropriate to their academic potential.
- viii. A student support desk is available throughout the working day to facilitate students who are experiencing difficulties which hinder their progress.
  - ii. The Bridges is a facility which supports positive behaviour for learning by addressing disruptive behaviour, social and emotional issues and students who need extra support in specific curriculum areas
  - iii. Attendance Team who regularly monitor student attendance and work closely with the KS3/4 Teams to ensure students' learning programmes are maintained
  - iv. Every Learner Matters Groups KS3/4 meet on a weekly basis to discuss students who are cause for concern; behaviour, social/emotional and sustainability of work. Actions are taken and progress is monitored
  - vi. External Agencies, Assistant Vice Principal KS3/4 liaise closely with a wide range of agencies to provide support for students and families eg Behaviour Support Ed Psych support and CAF system

## 7. Primary School Liaison

Transition from KS2-KS3 includes early identification of student with behavioural learning, personal and social difficulties. Strategies are put in place prior to entry to Academy.

**ELM Mentor**; the Academy recognises that staff also need support in the management of student behaviour. As part of the Behaviour Triangle procedure all staff have a walkie talkie to call for an Every Learner Matters mentor to speak to students who are disrupting the learning of other students.