

Behaviour Policy

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

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

School expectations

This list of expectations should be applied to the schools home/school agreement or contract.

Staff should:

treat pupils with respect
know their children and know their names
have high expectations of themselves and pupils
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 school provide a safe and attractive learning environment
prepare lessons carefully to meet the needs and abilities of all pupils
apply rewards and sanctions consistently and fairly
involve pupils in deciding the class and school rules/code of conduct
work with families and other agencies to ensure pupils' needs are met
work with other fellowship and local schools to ensure smooth transition

Pupils should:

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

Parents should:

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

Rewards

The school should agree a system of rewards to be used consistently to recognise good behaviour, politeness and effort. **All** members of staff are encouraged to participate in the rewards system.

<p>Daily lessons</p>	<p>Please amend/add Staff should find as many different ways as possible to praise in all lessons, these should include verbal praise; feedback to class teacher/tutor and include senior leaders; calls home; comment in journal or diary; postcards home Negative comments are not encouraged, comments on a concern slip or an email to class teacher/tutor or senior leader For consistently good work or progress or an especially good work or behaviour details should go to Principal/Headteacher for a commendation</p>
<p>Whole school</p>	<p>Please amend/add Class, year group or house celebration assemblies at the end of terms where certificates and prizes for excellent effort and attainment and attendance are distributed Excellent attendance, behaviour and effort letters regularly sent home End of term/year events Assessment, SATs Leavers' breakfasts, teas, assemblies GCSE certificates A Level certificates Vocational awards</p>

Consequences

Pupils must understand the reason(s)

All members of staff are asked to ensure that this is the case

Consequences need to reflect the seriousness of the offence

Pupils, staff and parents need to be aware of the responses to behaviour and when the consequences are serious (see below)

Where pupils are removed from the classroom this is to enable the pupil to calm down and focus on a positive activity and for the remaining pupils to continue their lesson without further interruption from a disruptive pupil, this should be the exception and not the rule

Every incident will be investigated and an appropriate consequence used based on the circumstances of the incident and the individual pupil using a range of restorative approaches

Sanctions

The following table is not meant to replace normal behaviour management practice in lessons but to be a tool for when usual methods fail to work with a pupil and they still persist in breaking rules and preventing the learning of others and/or causing harm and distress.

Example of incident	Responsible	Example of sanctions
Please amend/add Chewing gum Missing homework No pen Late to lesson Low level disruption Low level talking/calling out Swearing at a pupil Swearing in front of teacher No kit Throwing things Eating in class Refusing to work Answering back Unacceptable comments Using mobiles/MP3 players Low level vandalism	Please amend/add Classroom teacher or tutor	Please amend/add Warning Agreed classroom sanction 2 minutes at end of lesson Phone home School journal/diary Detention Clean graffiti Letter home Ask them to put it away Confiscate inappropriate item School detention
Persistent no homework On-going poor behaviour Repeated no kit/items Repeated outbursts	Classroom teacher/tutor to refer to middle or senior leader (dependent on school structure)	Faculty/subject report Withdrawn from next lesson Parental meetings Phone calls home Letters home Detentions Change groups Restorative Justice School detention
Vandalism Bullying On-going verbal peer abuse Persistent no equipment	Senior leader or Principal/Headteacher	Detention Tutor, year head report Time out Letter home

Theft Truancing Persistent lack of punctuality Inappropriate behaviour		Phone home Parents in to see teacher/tutor Parents in to see SLT Parents in to see Principal Restorative Justice Individual Behaviour Plan Withdrawal of privileges Alternative Curriculum
Refusing to remove coat Swearing at teacher Refusing to move Refusing to hand over mobile Fight Threats/violence toward peer Throwing something in anger Racist/homophobic Comment Weapon Drugs Alcohol Threats to staff Violence to staff	Senior leader or Principal/Headteacher	Immediate meeting with SLT Removal from lessons Fixed term exclusion Permanent exclusion (<i>in consultation with CEO or designated executive</i>)

Serious breaches of behaviour policy

Physical, verbal, racist attacks and bullying (including homophobic comments) are serious offences to which the School 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. Schools have a legal duty to report racist behaviour to the appropriate authorities.

Schools need to respond to the serious incident appropriately in the first instance. After that the school 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 pupils.

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 pupil with loud, nagging demands
- Avoid attitudes becoming polarized or push towards confrontation

Maintain a positive attitude. Remind the pupil 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 pupil from an unhelpful environment

Restorative Approaches

When pupils 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 pupil 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 school 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 pupils 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 pupils to better understand the connection between their thoughts, feelings and actions. A restorative enquiry can challenge the pupil to be aware of the effects of his or her actions on others and provide an opportunity to put things right.

Pupils 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.

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