

# CHULMLEIGH ACADEMY TRUST

## POSITIVE BEHAVIOUR POLICY

# Chulmleigh Academy Trust

## Positive Behaviour Policy

### Academy expectations

All the young people throughout the Academy follow these expectations which will be displayed in all Academy schools.

We

- behave well, so that students can learn and teachers can teach.
- are polite and considerate.
- have the correct equipment to take a full part in all lessons.
- keep the school clean and tidy so that it is a welcoming place we are proud of.
- respect other people and their property.

### Rationale

The Academy's central purpose is that young people should be provided with an outstanding education. Good behaviour makes effective teaching and learning possible and it ensures a safe and pleasant environment. Poor behaviour disrupts learning.

### Purpose

1. To create a community which fosters and develops tolerance, responsibility, equality of opportunity and respect for others.
2. To prepare young people for their place in the world by fostering motivation, self-discipline, self-esteem and independence.
3. To encourage a sense of responsibility within the wider community, beyond the schools in the Academy Trust, by helping young people develop a sense of citizenship.
4. To support the learning of its young people, by providing a framework in which learning can take place safely and effectively.
5. To enable young people to take responsibility for their own behaviour and to develop self-discipline.
6. To perpetuate a culture where all young people are encouraged to behave in a responsible and appropriate manner which is conducive to creating a positive learning environment.
7. To perpetuate a culture where staff and students take responsibility for positive behaviour in the college.
8. To state that good classroom management and effective teaching are the lynchpin of ensuring that behaviour in the college is good.
9. To deliver a consistent approach to our sanctions system that is fair, appropriate and moderate.
10. To remind students of the code of conduct they have drawn up.
11. To clarify the role of the pastoral support system.
12. To ensure that parents are aware of their responsibilities for the conduct of their children.

## **Guidelines**

1. We encourage good behaviour through regularly sharing and reviewing our expectations with the whole Academy community.
2. We encourage parental support in promoting the Academy expectations e.g. through the individual school's Home School Agreement.
3. Academy expectations are applied consistently and fairly.
4. We positively acknowledge good behaviour through fostering a sense of achievement. Children are given opportunities to succeed.
5. Strategies for dealing with unacceptable behaviour are consistently and fairly applied.
6. A record of inappropriate behaviour is kept and used as a reference. Where necessary specific behaviour management techniques will be implemented which may include placing a child on the SEN register.
7. Parents are involved when a child's behaviour causes concern and have a responsibility to inform the school of any changes in circumstances which may affect their child's behaviour.
8. Work on citizenship, relationships etc. covered in the school's Health Education curriculum helps children understand their role and responsibilities as part of the school community.

## **Conclusion**

Central to the work of this Academy Trust is the establishment and maintenance of good discipline, based on acceptance by pupils, teachers and parents of an expected standard of behaviour.

## **As a result of this policy**

### **Students can expect:**

- To be told about the expectations of the Academy which will become part of the Home School Contract and school planners/diary for all schools within the Academy Trust which will be signed.
- To receive private and public acknowledgement and rewards for effort & achievement.
- To be 'challenged' about infringement of the Academy's expectations.
- To have a series of sanctions applied, which might ultimately lead to permanent exclusion, if their behaviour does not comply with Academy expectations.
- To be informed of, and be fully involved in, the rewards and sanctions system through the work of tutors, subject teachers and the Peer Parliament.
- That prefects will be involved in managing the behaviour of students at break and lunch times.
- To sign and adhere to the DCC code of Conduct for use of school transport.

### **Parents can expect:**

- To be told about the expectations and read about them in the prospectus, website and school planner/diary
- To sign the Home School Contract.
- To be informed, through the Student Planner/diary in the first instance, of minor infringements of Academy expectations
- To be informed of, and be involved in, devising new strategies to improve their child's behaviour.
- To understand that if their child prevents the learning, or endangers the health and safety, of other students, it is possible that they will be excluded from the Academy Trust.
- To understand that if their child requires assessment they will be referred to external support agencies to identify their difficulties and needs.
- To be required to sign the DCC Code of Conduct for the use of school transport

### **The Staff of the Academy can expect:**

- To know and understand their roles and responsibilities in implementing this policy and have an induction programme that covers this.
- To have an opportunity to discuss whole Academy and individual school issues relating to behaviour and discipline at staff meetings.
- To be supported in their implementation of the policy by those with leadership responsibilities in the Academy Trust.
- To receive appropriate training.
- To take a full role in the implementation of the policy. A high standard of behaviour is the responsibility of all staff in the Academy.

## **Monitoring and Review**

This policy will be kept under review by the Academy Senior Leadership team, Heads of House and Heads of Department. Particular aspects will be reviewed through the monitoring of all Academy schools.

### **During the next three years we will:**

1. Continue to review the effectiveness of the Positive Behaviour Policy.
2. Continue to review the effectiveness of rewards and sanction used within the individual schools within the Academy Trust
3. Continue to Identify and implement strategies that help students become more responsible for their own behaviour.
4. Work with the Learning Community to further develop our multi agency approach to solving behavioural issues, and ensure that parents and students receive the correct level of support to make a difference.
5. Continue to use the Directors Discipline Committee to specifically focus on those students whose behaviour and/or attendance is giving cause for concern.

### **Note**

This policy should be considered in conjunction with the

ICT (e-safety) Policy and Child Protection Policy

Prohibited substances Policy

Racial Harassment

Anti Bullying

SEN Policy

Rewards Policy

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## **Appendix 1: From the Elton Report – Guidance for staff**

**Always separate the behaviour from the person.**

**'Problems** are normal where children are learning and testing the boundaries of acceptable behaviour .**Our success** is tested not by the absence of problems but by the way we deal with them.'

### **DO ALL YOU CAN TO AVOID :**

- Humiliating                   it breeds resentment
- Shouting                       it diminishes you
- Over-reacting               the problems will grow
- Blanket punishment       the innocent will resent them
- Over-punishment         keep your powder dry, never punish what you can't prove
- Sarcasm                       it damages you !'

### **Guidance**

The majority conforms to the expectations and are co-operative. Deal immediately with the few who present problems.

- Establish your authority firmly and calmly.
- Never leave pupils outside rooms for long periods without work – this will complicate the problem not solve it.
- Do all you can do.
- Only if you cannot resolve a problem, refer it to the tutor or Head of House Seek help if you need it.
- Make sure the problem is resolved.

### **Techniques**

- Use humour- it builds bridges
- Keep calm- it reduces tensions
- Listen - it earns respect
- Be positive – acknowledge good behaviour
- Build relationships
- Know your pupils as individuals
- Carry out the actions you have stated
- Be consistent

### **MAINTAINING DISCIPLINE**

**Always apply school expectations positively**

Insist on acceptable standards of behaviour, work and respect. Expect to :

- Apply school rules uniformly
- Work to agreed procedures
- Insist on conformity and school uniform
- Be noticed and discussed, in school and at home
- Follow up problems to their conclusions

## **Appendix 2: College Rewards**

It is accepted that rewards have a greater part than sanctions in improving behaviour.

PRAISE can be the most effective agent in behaviour management. It can be delivered informally or formally, to individuals or groups.

In order to promote positive behaviour and help motivate students to achieve to their very best, the College provides a range of reward systems. These include:

- Housepoints which may be awarded for high standards of effort and/or achievement both in and out of class, or contribution to the wider school community.
- Displaying work of a high standard
- Commendation Certificates with postcards and cards for the affirmation board at Reception
- The award of 'students' student' in the year group every term
- Photographs displayed around the College
- Mentions in the College Newsletter and Bulletin
- Letters of congratulation sent home for high levels of behaviour or good standards of performance
- The awarding of certificates, cups and shields
- Attendance certificates
- Competitions and prizes

House presentation evenings will be used to recognise achievement through the awarding of Cups, Shields and/or certificates.

### **Annual awards and presentations**

Once a year, members of staff nominate students to receive awards for each of their subject areas. Awards are presented during the Autumn term during the KS3 Presentation Evening, KS4 Presentation Evening and the Year 12 Presentation Evening. Parents are invited to attend the presentation evenings and there is a celebratory reception following the presentation of the awards.

### **Other rewards and recognitions of success**

Students who achieve 97% attendance in any one term receive bronze, silver and gold attendance awards.

The College has a success notice board which is updated regularly. Teachers should inform Mrs Shrimpton of any success that they would like to be recorded on the notice board.

## Appendix 3: College Behaviour Management Structure

Always separate the behaviour from the student – their behaviour is poor, they are not ‘bad’

### **Stages for dealing with inappropriate student behaviour.**

Challenges should only be issued for minor uniform problems, chewing gum, lack of equipment etc. Challenges will be recorded in the student’s planner and these will be kept under review by the tutor and Head of House. If the student fails to address the issues identified by the issuing of challenges then the teacher or tutor should liaise with the Head of House about appropriate action to be taken.

Minor incidents, such as talking out of turn, will normally be dealt with by a verbal reprimand or moving a student in the classroom.

### **The action must be recorded on SIMS (L1)**

Persistent misbehaviour will normally be followed up using the procedures outlined below. At all stages the emphasis should be on **WHY** the student’s behaviour is unacceptable and dealing with the issue quickly, avoiding escalating the situation beyond the classroom whenever possible.

Within the classroom teachers should continue to employ their normal successful behaviour strategies i.e. short cooling off period outside the classroom (approx.5 minutes), alteration of seating arrangements etc. The emphasis should be on assertive yet **CALM** class control.

### **Stage 1: A student’s behaviour is inappropriate**

#### **The class teacher might:**

- a) Explain why the behaviour is unacceptable;
- b) Offer advice on how to avoid the problem;
- c) Explain the consequences of a continuation of such behaviour.

#### **Possible Actions:**

- a) Formal reprimand and clear instruction to stop;
- b) Move to another seat and/or send out of class for short period (no longer than 5 minutes), teacher explains what behaviour is expected and why, student returns to the class;
- c) Reminder of previous reprimand and that a sanction will follow if the inappropriate behaviour does not stop;
- d) Issuing of teacher detention. (Fifteen minute break time or lunch time detention to discuss behaviour/copy up missed work to be conducted by the class teacher)

### **The action must be recorded on SIMS (T1).**

### **Stage 2: A student’s behaviour continues to be inappropriate or there are more serious incidents of inappropriate behaviour**



If problems persist then the student should be 'parked' with the Curriculum Manager for the remainder of the lesson and the reasons for this communicated to the Curriculum Manager using incident, copied to the Home Liaison Manager and the Head of House.

***It is important that all colleagues work closely together when dealing with Stage 2 behaviour problems, in order that a holistic approach can be taken in helping the student to solve their behaviour problem.***

The Curriculum Manager may:

a) Issue a half hour lunchtime detention (to be conducted by the Curriculum Manager) to discuss behaviour/copy up missed work

**This action must be recorded on SIMS (D1). Details of the incident itself should be recorded on 'Incident'. Should contact with parents be thought necessary this should be discussed with your Curriculum Manager, who should consult with the appropriate Head of House before contact is made.**

b) Consult with the SENCO or Assistant SENCO.

c) Liaise with the relevant Head of House, or Home Liaison Manager, to develop an understanding of whether the student's personal circumstances are likely to be influencing behaviour and devise a strategy to help the student overcome these problems.

If the intervention of the Tutor or Curriculum Manager is unsuccessful, or problems are occurring across a number of curriculum areas, the Head of House or SLT will

a) Issue a whole school detention (this will be conducted by a HOH or member of SLT and be up to an hour at lunchtime)

**The action must be recorded on SIMS (H1, H2 or H3). Details of the incident itself should be recorded on 'Incident'.**

In addition the HOH or member of SLT may:

b) Ask the students tutor to place the student on Green Report.

c) Contact parents;

d) Temporarily withdraw the student from the subject or all lessons.

e) Work with the Student Council Coordinator to develop a system of peer review.

f) Place the student on a Yellow report;

### **Stage 3: A student's behaviour continues to be inappropriate**

After three whole school detentions or a serious incident of misbehaviour, a referral should be made to **the SLT member** responsible for behaviour by the Head of House. He/ she will review with teachers/ tutors/ Curriculum Managers, SENCO and Heads of House the student's behaviour before taking the next stage of action.

If appropriate, the Executive Headteacher will issue a fixed term exclusion

**The action must be recorded on SIMS (S1). Details of the incident itself should be recorded on 'Incident'. Contact parents by letter and arrange a re-integration meeting and agree any restorative action.**

On return HOH and SLT may

- a) Continue with strategies from Stages 1 or/and 2;
- b) Consult with outside agencies;
- c) Place on a formal contract with the Executive Headteacher
- d) Place the student on red report.
- e) Undertake a review of the student's behaviour across the college;
- f) Invite outside agencies to a formal Directors Support Meeting with the parents to discuss strategies to improve the situation

**Further Possible Action:**

**External Exclusion- removal from the school**

This will be used after persistent poor behaviour resulting in repeated whole school detentions or dangerous behaviour. E.g. possession of weapons or drugs, violence towards a member of staff, a criminal offence

The Executive Headteacher will look at the behaviour record and detailed incidents of the student before deciding upon permanent exclusion

**Appendix 4: Levels of Sanction**

	<b>Types of Behaviour</b>	<b>Consequence (s)</b>
<b>L1</b>	<ul style="list-style-type: none"> <li>○ Talking/Preventing others from learning</li> <li>○ Arguing</li> <li>○ Being out of seat</li> </ul>	Verbal warning <i>Challenge in planner</i>

	<ul style="list-style-type: none"> <li>○ Lack of equipment</li> <li>○ Late to lesson</li> <li>○ Non-compliance with uniform</li> </ul>	
<b>T1</b>	<ul style="list-style-type: none"> <li>○ Repetition of any L1 behaviour in the same lesson</li> <li>○ Non-completion of homework</li> <li>○ Non completion of classwork</li> </ul>	<p>Teacher detention</p> <p>Letter home (after 3 x T1)</p>
<b>D1</b>	<ul style="list-style-type: none"> <li>○ Persistent occurrence of L1 and T1</li> <li>○ Failure to hand in coursework</li> <li>○ Failure to attend Teacher detention</li> <li>○ Truancy from lesson</li> <li>○ Parking</li> </ul>	<p>Department detention</p> <p><i>Pro-forma letter to parents</i></p>
<b>H1</b>	<ul style="list-style-type: none"> <li>○ Chewing gum</li> <li>○ Persistent T1 and D1 behaviour</li> <li>○ Persistent lateness to lessons</li> <li>○ Abuse of mobile phone</li> <li>○ Failure to attend Department Detention</li> <li>○ 5 challenges in planner</li> </ul>	<p>Whole school detention</p> <p><i>Letter home</i></p> <p><i>Confiscation of phone</i></p> <p><i>Tutor Report</i></p>
<b>H2</b>	<ul style="list-style-type: none"> <li>○ Rudeness to a member of staff</li> <li>○ Persistent poor behaviour</li> <li>○ Failure to follow instruction</li> <li>○ Inappropriate language</li> <li>○ Failure to attend H1 detention</li> <li>○ Misbehaving in a H1 detention</li> <li>○ Smoking/possession of cigarettes</li> </ul>	<p>Whole school detention</p> <p><i>Letter home</i></p> <p><i>Head of House report</i></p> <p><i>Letter home warning of consequences of third detention</i></p>
<b>H3</b>	<ul style="list-style-type: none"> <li>○ Persistent rude behaviour</li> <li>○ Persistent poor behaviour</li> <li>○ Bullying</li> <li>○ Inappropriate behaviour towards a member of staff</li> <li>○ Behaviour that poses a risk to others</li> <li>○ Persistent non-compliance of uniform</li> <li>○ Vandalism</li> </ul>	<p>Whole school detention</p> <p>One day internal exclusion</p> <p><i>Letter home</i></p> <p><i>Letter home warning of consequences of third period of internal exclusion</i></p> <p><i>Up to 3 days internal exclusion</i></p> <p><i>Work to repair damage/ cost of damage</i></p>
<b>S1</b>	<ul style="list-style-type: none"> <li>○ Persistent H3 behaviour</li> <li>○ Directed verbal abuse at a member of staff</li> <li>○ Knowingly intimidating a member of staff</li> <li>○ Assault or persistent bullying</li> <li>○ Racist comments</li> <li>○ Blatant refusal to comply with uniform</li> <li>○ Refusal to follow instruction</li> </ul>	<p>Fixed term exclusion</p> <p><i>Letter home</i></p> <p><i>Meeting with parents</i></p> <p><i>SLT report on return</i></p>
<b>S2</b>	<ul style="list-style-type: none"> <li>○ Persistent S1 behaviour</li> <li>○ Possession of drugs (see drugs policy)</li> <li>○ Violence towards a member of staff</li> <li>○ Serious criminal offence related to the Academy</li> </ul>	<p>Permanent exclusion</p>

## Appendix 5: The College Report Card System

**PURPOSE:** to encourage those students who are experiencing difficulty in managing their behaviour to develop strategies, in conjunction with close supervision by the member of staff named on the report card, to eliminate the problem.

Cards are colour coded on a traffic light system and are issued as detailed below.

Students on report must show the supervising member of staff their card on a daily basis at an agreed time. Failure to do so will incur an appropriate sanction. Students must give report cards to class teachers at the start of each lesson. The teacher should grade the students, using the PEM system, on the targets outlined on the front of the report card and initial it at the end of the lesson, before returning it to the student.

During the initial meeting with the students the following points must be discussed and included on the report form:

- The reason the student is going on report
- The target the student must achieve (e.g. 100% P&E, 95% P&E)
- The positive consequence of achieving that target
- The consequence if the target is not achieved (e.g. department detention, lunchtime detention)

P= achievement/ effort or behaviour is above target

E= achievement, effort or behaviour is on target

M=achievement, effort or behaviour is below target

## **Appendix 6: Staff roles and responsibilities**

### **All staff will:**

- Endeavour to form good relationships with students based on mutual respect and awareness of their needs, and by valuing students
- Have high expectations of students and insist on high standards at all time
- Be fair, firm and above all , consistent in expectation and action
- Be constantly vigilant and consider themselves responsible at all times for the behaviour of students within sight or sound of them
- Set good examples of punctuality, appearance, courtesy , good humour and hard work
- Offer mutual support
- Make their classrooms look good and display students work
- Deal with and report any damage or graffiti immediately
- Stimulate and motivate students by designing challenging , well prepared lessons (which provide for differentiation and which offer students opportunities to take responsibility for their own learning) and good classroom management techniques
- Acknowledge the importance of student activities outside lesson time and initiate and help where they can in this regard
- Use praise where appropriate
- Refer students causing concern to appropriate colleagues using the systems previously described

### **HEADS OF HOUSE AND CURRICULUM MANAGERS will :**

- Take action with students referred to them using the systems described above and ensure the action is known to the referrer
- Keep comprehensive records for cause for referrals and action taken
- Assign students to groups or arrange transfers so as to minimise discipline problems
- Make schemes of work and tutorial programmes stimulating, challenging, differentiated and purposeful learning activities
- Regularly tour sections of the building and observe selected lessons
- Encourage and support staff in their charge to meet their responsibilities outlined above and ensure they do so

### **HEADS OF HOUSE AND TUTORS will:**

- Know each member of the Tutor group/House as an individual
- Make them feel valued and secure
- Take a genuine interest in their progress
- Ensure they are aware of the obligations
- Advise them when they encounter difficulties
- Negotiate tutor group rules with tutees
- Help them plan their actions and progress
- Assist them in recording their achievements
- Act as the person to whom changes in work and behaviour can be notified in order to try to identify and solve their problems
- Liaise as necessary with parents
- Liaise as necessary with external support agencies

## **Appendix 7: Primary school rewards**

### **Chulmleigh Primary School**

#### Rewards

Each class has some kind of sticker/merit/credits system for individuals, and the children like the novelty of that changing as they move up through the school.

There is a class a system for whole class reward (ping pong balls to fill a jam jar, golden points etc.) which are used to build to a whole class reward, for when the whole class has done something commendable.

Where individuals have a behaviour difficulty, the rest of the class support that child; the child earns sections of a jig-saw, and the completed jig-saw generates a reward for the class, so everyone has a stake in helping that child's behaviour to improve.

Each week there is a certificate assembly, where certificates are given out to individuals for excellent work, good behaviour, kindness etc.; if it's for work, the work is shared with the school. The certificates specify what the reward was for.

### **Burrington Primary School**

Ks1 have "Happy Points" which are accumulated, and certificates given for 10, 20 etc.

There is a "star of the week" certificate.

Class 2 have a "Francis Award" given to one child for particularly good work that week.

The children can gain Credits cards, with a special certificate and a letter home for 10, 20 etc. If you get to 50 you win a book token.

### **Lapford Primary School**

Each class has a different system. In Key stage 2 there is marbles in a jar for good behaviour.

Achievement assemblies with JP.

### **East Worlington School**

Each class has a different system.

Achievement assemblies with JP.