



Behaviour Handbook Policy

EBN Trust

To include:

Code of Conduct

Expectations in Lessons

Rewards and Sanctions

Created:	April 2015	
Reviewed:		
Ratified:		Signed: <i>J. B. Tame</i>

All academies within the EBN Trust expect high standards of behaviour. We encourage students to take responsibility for their own actions, **both in and out** of the academies and to consider their impact upon others. Students need to have a positive and orderly environment in which they can achieve success. In creating an atmosphere for achievement, the Governors have produced a policy statement regarding student behaviour and discipline. Parents will be informed of the Academies' expectations before students enrol and will receive a copy of the Academies' 'Behaviour for Learning' guide. All parents and students will sign a Home/Academies Agreement.

Principles which Determine Policy

EBN Academies will emphasise achievement, with students succeeding in a secure framework provided by a consistent application of fair interviews and responses.

Students need to know and understand boundaries of reasonable behaviour within which they can act. If they stray away from these boundaries, the Academies will respond with appropriate consequences.

We believe our students respond best to praise and reward. As an Academy Trust, we celebrate the success of our students. We have a clear system of rewards and commendations for all students. Students need to develop a concept of discipline and self-respect. They will respect their Academies, the staff, the environment and each other.

All will understand the basic virtues of honesty, fairness and politeness. These responsibilities go hand in hand with rights. However, we recognise the need for a range of carefully measured sanctions to reinforce our expectations when students let themselves down. These range from referral and punishments, to detentions and parent notification/interviews and, ultimately, exclusions from the Academies. Any sanctions are applied fairly and with the strict understanding the reason for the imposition.

Academies within the EBN Trust will be safe, well ordered and caring learning environments that will deliver high quality education to all its students. We will support them to develop their individual potential for growth, self-worth and self-control through experiencing outstanding teaching, clear and consistent guidance and support.

The academic curriculum will fulfil our principal aim of providing access to a range of accredited qualifications as well as educational and social experiences which will address the learning and emotional needs of our students.

We will support every student to develop their true potential and make a positive contribution to their community as they progress towards adult life.

Purpose of the Policy

We are a learning community. The purpose of this policy is to secure a positive climate for all to work and learn.

A) Promoting good behaviour, positive relationships and good attitudes to learning

Our aim is to encourage all students within the Academy Trust to:

- Learn to develop an understanding of the ways their behaviour affects other people.
- Learn to respect the reasonable needs, wishes and feelings of others.
- Learn to control and take responsibility for their behaviour.
- Learn to develop a responsible, supportive and caring attitude towards other people.
- Learn to develop a respect for property and for their environment.
- Consider the impact that their behaviour has upon learning.
- Understand that a partnership between home and academy exists in order to promote acceptable behaviour within the Academy Trust.

B) Appropriate and Inappropriate Behaviour

To help the young people to achieve these aims, guidance will be given about which behaviours are supportive and helpful and make the Academies a better place to be and to outline which behaviours are not acceptable.

These will be grouped into four target areas:

- Respect for people
- Respect for property
- Engaging in all curriculum tasks
- Remaining in appropriate curriculum areas

C) Encouraging Appropriate Behaviour

To encourage students to develop an awareness of their own behaviour and its effects on others and to help them develop mature and thoughtful self-control, all staff use a variety of strategies based on the following beliefs:

- That appropriate and supportive behaviour should always be acknowledged, valued and rewarded.
- That student's self-esteem should be enhanced. This will include developing the social and emotional aspects of every student.
- That inappropriate behaviour will be challenged.

The principle strategy that we use to value and regard appropriate and supportive behaviour will be a daily points system. Every student will begin each day with 50 points. Points totalled during each day go towards providing a reward at the end of each term. Rewards will be awarded on a hierarchical basis and each student will be clear on what they have already achieved and what their next targets are. This will be recorded in each student's learning passport and be regularly discussed with their form tutor.

The Academies will regularly use informal rewards to acknowledge the value of appropriate positive behaviour and these will include:

- Verbal praise from staff
- Certificates
- Praise letters sent home to parents
- Specific individual praise from the staff in assemblies
- Informal rewards – additional bonus points

D) Discouraging Unacceptable Behaviour

Inappropriate behaviour will be challenged within an understanding, caring and supportive context, but equally recognise that at times the acting-out behaviours of the students can be extreme enough that the challenge will need to be very structured and very direct.

The five pillars of creating a positive learning environment will be followed:

- **(1) Discipline** - This would involve students being given detailed instructions on what their behaviour should look like.
- **(2) Control** - this will involve the use of quiet power to give the student the opportunity to adjust.
- **(3) Behaviour for Learning** - if the student continues to misbehave the teacher will use the language of choice to introduce the BfL system:

- C1 Verbal warning
- C2 Written Warning
- C3 45 minute Detention on same day and loss of 5 points
- C4 45 minute Detention on same day and loss of 10 points, removal to back of another room and full day in isolation following day.
- C5 Given by SLT if 2 C4 received in any one week = Friday 1.5 hour detention

Any student who has to be removed from a lesson will be accompanied to another room with on call where they will be taught.

- **(4) Influence** - All staff will be thoroughly trained on positive behaviour management and encouraged to build positive professional relationships with all students. They will be encouraged to use a range of strategies which are supportive and helpful to the student in enabling them to recognise the gravity of the difficulties that their unacceptable behaviours present in order that they should develop an understanding as to why their behaviour may well be viewed as inappropriate.
- **(5) Engagement** - All staff will be expected to ensure teaching and learning is appropriately challenging that ensure students have a reason to behave.

D) Serious Incidents

Behaviour of a serious or criminal nature, such as physical assault on another person, major damage to property, or other matters that could be construed as criminal acts, may be reported to outside agencies, including the police.

Behaviours such as those highlighted may also result in students requiring physical intervention. All staff will be trained on how to carry this out in an appropriate manner. This will be underpinned by a clear positive physical intervention policy.

Standards Outlined in the Policy

Code of Conduct:

- Come in to the Academy ready to learn, dressed appropriately and properly equipped
- Treat others with kindness and respect and listen to their opinions
- Have high expectations of each other
- Be polite and considerate in dealing with all members of the community
- Take personal responsibility for your actions
- Maintain a clear focus on learning
- Move around the Academy in a careful, calm and considerate way
- Look after others in the Academy

Everyone in the Academy has a part to play in maintaining high personal standards of behaviour

- All students must follow the code of conduct
- Subject staff must endeavour to create an environment in which all have the opportunity to achieve their potential
- Curriculum Leaders have responsibility for students work related problems within the pathway
- Tutors monitor the academic and social progress of their students
- Personal Coaches are a point of contact between parents, Academy and other agencies.

At all academies within the EBN Trust we have high expectations of each other's behaviour on and off the premises. This helps us work together. This code of conduct states what we expect of each other.

Come in to the Academy ready to learn, dressed appropriately and properly equipped

- Arrive on time for the start of the day and lessons
- Wear the uniform correctly

- Only stud earrings can be worn
- Outdoor clothing should only be worn at appropriate times
- Hand in all belongings at the beginning of each day.

Treat others with kindness and respect and listen to their opinions

- Speak to others in a way that will not offend
- Listen to others opinions-everyone is an individual
- Treat others the way you would like to be treated
- Respect the feelings and property of our neighbours when travelling to and from the academy

Have high expectations of each other

- Always ensure others are behaving appropriately
- Have a quiet word with your friends if you feel they are breaching the code
- Tell a member of staff if you see or are concerned about actions or behaviour that is unacceptable

Be polite and considerate when dealing with all members of the community

- All members of our community are equally valued
- Treat and speak to all staff and peers politely and respectfully

Take personal responsibility for your actions

- Deal with conflicts without verbal abuse or violence
- Tell the truth-own up if you do something wrong
- Keep promises

Move around the Academy in a careful and considerate way

- Keep to the left as you move along corridors and staircases
- Be calm around the building
- Move promptly to lessons
- Open doors for others
- Be safe at all times
- Avoid boisterous physical interactions

Look after our own property and that belonging to the Academy and others

- Respect and take care of other peoples' work and work on display
- Return anything that you borrow
- Hand anything you find to a member of staff
- Put all rubbish in the bin
- Never bring chewing gum into the academy
- Never smoke around the academy
- Only eat in designated dining areas never in corridors

We are committed to being a safe, happy and healthy academy where anything unlawful is also unacceptable.

Expectation for Behaviour in Lessons

We all have a responsibility to make sure that we can all learn well in lessons. The following list shows what we must do:

- Arrive promptly, line up appropriately and enter the classroom quietly and sensibly
- Settle quietly to work
- Follow "STAR" - **S**it up straight, **T**rack the speaker, **A**sk and Answer Questions, **R**espect. This involves:
 - Listen carefully to instructions
 - Be silent when asked to be
 - Allow others to concentrate
 - Face your teacher when he/she is talking

- Respect other peoples learning (not talking to people when others are trying to learn, not interrupting the teacher)
 - Respect other peoples belongings. Never touch, deface or interfere with other peoples belongings or academy equipment
- Never use a rude or aggressive tone or language with any other person within the classroom
 - Avoid shouting out, put your hand up to respond
 - Only pack away when told to do so
 - Make sure the room is tidy and ready for the next lesson
 - Leave the room quietly and sensibly as directed.

Classroom Expectations

We expect teachers and other adults to:	We expect students to:
Be punctual to lessons	Arrive on time
Be polite with students, valuing all equally	Speak politely to teachers and other students
Plan and deliver appropriate lessons	Be a STAR : S it up straight, T rack the speaker, A sk and A nswer Questions, R espect
Communicate to students how <u>each</u> lesson contributes to the big picture of learning	Follow instructions without questioning
Tell students what they will learn in each lesson	Look after their equipment
Check everyone's learning at the end of the lesson	Remember " RESPECT "
Provide a safe environment for learning	Remain in your seat unless acceptable to move
Give help to students as soon as possible after they ask for it	Raise hand to answer a question/not shout
Finish lessons on time	Work to a challenging level at all times

Rewards and Sanctions

The academies have a collective approach to dealing with behaviour. All staff have a responsibility for managing student's behaviour. This means that while key staff will take the lead in managing the behaviour of different students, it is the expectation that all staff have a role to play in effectively managing the students.

Parents will also be informed of good behaviour and good work via praise postcards and certificates. Teachers and coaches can make telephone contact with parents, where appropriate. In responding to unacceptable behaviour teachers may not always inform parents of minor infringements, but if certain students persist in inappropriate classroom behaviour, formal consequences will be initiated and these will be communicated to parents in writing. Coaches and other key staff may well want to talk with parents and agree upon other methods which are aimed at promoting positive behaviour through targets.

Classroom discipline is the responsibility of the classroom teacher and the atmosphere in each room is largely determined by the personality of the member of staff. There is no hard and fast formula for creating the ideal environment but well-structured lessons, delivered with good humour and paced at a level the students understand help to create an atmosphere where learning takes precedence over boredom and disruption.

Rewards

There is particularly strong focus on praising students who adopt a positive attitude to learning. Praise cards and bonus points can be issued to any student who in the teachers judgement has worked well in a lesson, completed work to a high standard or made a positive contribution to the academy (for example through an extra-curricular activity). There will be no fixed guidelines for the issuing of praise cards.

Attendance

Certificates will be issued to students with 100% attendance each term.

Principal Commendations

These are awarded for outstanding work in any aspect of the Academy life.

Role of the Tutor

The tutors will monitor both achievement and consequences given to their tutor group. They will guide and advise students in difficulty, and essentially work with subject staff to regulate behaviour, attendance and attainment.

Role of Curriculum Leaders

Curriculum Leaders will have a vital role in ensuring discipline in academic areas. They are responsible for monitoring the system of rewards in their subject area and ensuring it is consistent within the whole academy rewards policy. They will also support subject teachers within their department to facilitate consistency in the application of behaviour – rewards and sanctions - and to reflect inappropriate behaviour and deal with underachievement.

Role of Vice Principal

The Vice Principal will be involved in managing projects, welfare and discipline of each student. The Vice Principal will support positive attitudes such as reward trips and social events. They will take an active role in managing behaviour on a daily basis as well as having a role in reviewing and targeting poor attendance. They will be involved in monitoring attainment and achievement. Parents will be contacted in the first instance if their child is not living up to expectations. The Vice Principal will contact parents, arrange meetings and help facilitate formal aspects of behaviour.

Role of Head of School, Senior Vice Principal and Executive Principal

Very serious matters of discipline or persistent refusal to amend poor behaviour will require immediate and strong action by the SLT. Such sanctions are imposed at this level and represent a situation, which if not rectified, puts the students placed at any academy within the EBN Trust at risk.

Signed Chair of the Governing Body: _____ **Date:** _____