



# Behaviour Policy 2020-21

(Updated for COVID-19 September 2020)

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**EBN Trust**

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## **1. OVERALL AIMS**

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.

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

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. This is achieved through the EBN way.

Parents will be informed of the Academies' expectations before students are inducted and will receive a copy of this policy.

All parents and students will sign a Home/Academies Agreement.

## **2. PRINCIPLES WHICH DETERMINE THIS POLICY**

Students need to know and understand boundaries of reasonable behaviour (in and out of the academies) within which they can act. If they stray away from these boundaries, the Academies will respond with appropriate consequences. These expectations are outlined in the EBN way for both staff and student's clarity.

## **3. PURPOSE OF THE POLICY**

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 in and out of the Academies.

## **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. This happens through our rewards systems.
- 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.

## **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 actions may need to be very structured and very direct.

## **4. CREATING A CULTURE FOR LEARNING WITHIN THE EBN ACADEMIES**

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. This is outlined in the EBN way guidelines for students.
- (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 continue their learning independently.

- (4) **Influence** - All staff will be thoroughly trained on positive behaviour management and encouraged to build positive professional relationships with all students.

- (5) Engagement** - All staff will be expected to ensure teaching and learning is appropriately challenging that ensures students have a reason to behave in line with the teaching and learning policy.

## **5. SERIOUS INCIDENTS**

Where there are incidents of a serious nature or where the continued use of the BfL system has not brought about an improvement in behaviour there may be a requirement for the Academy to consider a Fixed Term Exclusion. All Fixed Term Exclusions must be authorised by the Head Teacher or Deputy Headteacher. The length of the exclusion will be dependent on the incident. Students will receive work to be completed during their exclusion. Whenever a pupil has been excluded there will be a reintegration meeting with a member of senior leadership with parents and the student to discuss the exclusion. A record of this meeting will be kept and recorded on the student's file. No student may return from exclusion without a reintegration meeting. On return to school students will receive support from the pastoral team to help avoid any repetition of offences. Exclusions will be monitored intensively by senior leaders. Note: The Academy follows DfE and Birmingham LA Guidelines on Exclusion.

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. 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.

## **6. STANDARDS FOR STUDENTS:**

- 100% Attendance
- Be on time
- Wear the correct uniform (including shoes)
- Line up calmly entering classrooms and when being dismissed
- Move around the school in a calm manner
- Always follow instructions
- Work Hard in all lessons and be a "STAR".
- Always allow others to learn
- Hand in all mobile phones etc when you arrive
- Be polite and respectful to all members of the school and wider community
- Respect the building and property of others
- If there is a problem raise it with a member of staff

## **7. ROLES AND RESPONSIBILITIES IN MAINTAINING HIGH STANDARDS OF BEHAVIOUR IN THE ACADEMIES**

- All students must follow the standards.
- Form tutors are expected to monitor the academic, progress, rewards and consequences of their students. 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.
- Personal Coaches to mentor students and take a personal interest in the progress of their mentees.
- Subject staff must endeavour to create an environment in which all have the opportunity to continuously improve.
- Curriculum Leaders are responsible for ensuring a positive culture for learning is maintained within their areas. 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 system.

- The Deputy Head Teacher will be involved in managing projects, welfare and discipline of each student. They 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 meeting expectations. The Deputy Head Teacher will contact parents, and help facilitate formal aspects of behaviour.
- 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

## **8. EXPECTATIONS FOR BEHAVIOUR IN LESSONS**

All have a responsibility to make sure that everyone can learn well in lessons. This is outlined in the EBN way and includes the following:

- Arrive calmly, promptly, line up appropriately and enter the classroom quietly and sensibly.
- Sit in your allocated seat that has been assigned by the teacher to you. Seating plans may be altered from time to time, we do not expect students to debate any changes required.
- 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
- At the end of the lesson pack up in line with the EBN way.
- Check pencil case contents and neatly place in front of you.
- Star and follow the instruction given by the teachers for your dismissal. Exit room into corridor in a calm orderly manner in line with EBN way

## **9. REWARDS:**

The principal strategies that are used to value and regard appropriate and supportive behaviour are:

- A daily points system where 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.
- The Golden Ticket system where rewards are given by staff recognising immediate “above and beyond” successes in relation to behaviour and effort. These tickets will go towards a reward at the end of each term.
- 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

## **10. ATTENDANCE**

In addition to receiving 5 points for attending school, certificates will be issued to students with 100% attendance each term. Students with high attendance are rewarded with trips. Please see attendance policy.

**Policies related to this policy:**

Safeguarding & Child Protection Policy for Schools, Educational Settings & Providers of Educational Services for Children

Restraint Policy

Teaching and Learning Policy

Attendance Policy

## Appendix – Update June 2020

### Adjustments to the Behaviour Policy in Response to COVID-19

From September 2020 the EBN Academies students will re-open to all students. The Government guidance on social distancing means that staff may be expected to manage the behaviour of students within their classroom in a different way to normal.

Students will be expected to:

- Have 100% Attendance on the days they are confirmed as attending
- Be on time for their agreed start time
- Wear the correct uniform (including shoes)
- Behave calmly at all times during their time onsite
- Always follow instructions
- Work Hard in all sessions.
- Always allow others to learn
- Hand in all mobile phones etc when you arrive
- Be polite and respectful to all members of the school and wider community
- Respect the building and property of others
- If there is a problem raise it with a member of staff

### Rewards:

Where students who attend site work to the best of their ability appropriate rewards will be given that are in line with the school's normal rewards system e.g. golden ticket, phone call home etc

### Student Expectations:

Students are expected to follow the normal rules of EBN Academy but a strong emphasis will be placed on adhering to the social distancing guidelines. Any pupil who continually does not adhere to school rules or social distancing rules will be addressed using the normal school sanctions (C1-C4). Where normal sanctions do not support the students to adjust their behaviour they will be referred to the Deputy Head Teacher or Head Teacher for further action. Specific issues relating to students include:

- Students will be given a time to arrive onsite based on their teaching group and confirmed numbers. Students **MUST** arrive on time and **MUST NOT** arrive in groups.
- Arrival times will be staggered to support social distancing, avoid unnecessary congestion and discourage social gatherings in the local areas and on public transport. Students **MUST NOT** congregate with friends inside or outside school.
- Students are expected to attend in school uniform
- On arrival students will have access to their pack to deposit their mobile phone and other belongings
- On arrival students will have their temperature taken by infra-red thermometer and **MUST** wash their hands.
- Students **MUST NOT** touch each other, or staff at any time.
- Students and staff will be expected to adhere to social distancing guidelines where possible.
- Students **MUST** sit in their allocated seat and remain seated unless told to move by the teacher. Students **MUST NOT** move tables and chairs.
- Students **MUST** follow all instructions about movement around the building and **MUST** not move around the school randomly.
- Students **MUST NOT** close doors that have been opened.
- Students **MUST** actively and frequently make sure their hands are clean.



- On dismissal, Students will exit the building immediately and be collected or make way go straight to the bus stop.

**STUDENTS ARE EXPECTED TO ENSURE THEY FOLLOW SOCIAL DISTANCING GUIDELINES WHERE POSSIBLE.**

**STUDENTS ARE EXPECTED TO FOLLOW ALL EXPECTATIONS IN RELATION TO THEIR CONDUCT IN SCHOOL AND RESPOND TO INSTRUCTIONS GIVEN BY ADULTS IMMEDIATELY**

**Specific Expectations relating to COVID-19**

In light of the need for students to behave differently and adhere to health and safety requirements during the COVID-19 outbreak, the expectation is that all students have responsibility for:

- following school instructions on hygiene, such as handwashing and sanitising
- move around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing)
- following expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands
- telling an adult if you are experiencing symptoms of coronavirus
- following rules about sharing any equipment or other items including drinking bottles
- following expectations around use of toilets

Where students are not following these expectations staff will be expected to re-direct students and explain/model the correct behaviour. Students will be given time to adjust their behaviour and where necessary the normal behaviour systems will be used (C1-C4). If students persist in not following the expectations they will be referred to the member of staff on call who will support with the matter. If the student continues not to follow the instructions/expectations they referred to a member of SLT.

If a student deliberately spits or cough's towards another person, staff will be expected to call for SLT support immediately. The SLT member will deal with the matter.

**Use of Force or Physical Restraint**

In the event that physical intervention may be required to de-escalate a situation staff will be required to initially call for support from the member of staff on call. If a situation escalates to a point where physical intervention is required staff MUST call for SLT support immediately who will lead the situation. Staff and SLT members may need to use PPE grabs bags if close proximity to students is required.

**SERIOUS INCIDENTS**

Where there are incidents of a serious nature or where a student continually does not follow expectations the Head Teacher will deal with the matter in line with section 5 of the main part of this policy