



# Behaviour Policy

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**EBN Trust**

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<b>Governors Approved</b>	<b>October 2023</b>
<b>Version No</b>	<b>1</b>
<b>Date of Next Review</b>	<b>October 2024</b>

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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  
C4 45 minute Detention on same day, removal to another room and a period of isolation on the same or a subsequent day.

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 head Teacher in the absence of the Head Teacher. 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. PLACEMENT CLOSURE**

If there is a requirement to close a student's placement at EBN Academy, this will be done in consultation with the commissioning school and the students' parents/carers. Reasons for the closure of a placement can include but are not limited to the following:

- Persistent failures to meet the standards of the EBN Academy
- Persistent disruption to the learning to others
- Criminal damage to the physical environment
- Serious one off incidents e.g., significant verbal abuse, assault, possession of a weapon, possession of illegal substances
- Acting in way that presents a serious Health and Safety concerns
- Bullying and/or harassment
- Agreement that EBN Academy cannot meet the educational/SEND need of the student.

If there is a requirement to close a student's place, a meeting will take place between the Head Teacher, student, parent/carer and the commissioning school. This meeting will be noted and the outcome of the meeting communicated with parents/carers. The outcomes of a placement closure meeting will be either:

- EBN Academy will seek a new Alternative Placement Provision for the student, supported by the commissioning school. In this circumstance the student will remain on the EBN Academy roll and be supported in the new provision by a member of staff from EBN Academy
- The EBN Academy placement will be completely closed and the student will be referred back to the commissioning school. At this point the student will be taken off the EBN Academy roll and the commissioning school will lead on the next steps for the individual student. Where this is the case a written summary of the reason for placement closure will be provided to the commissioning school.

## **7. STANDARDS FOR STUDENTS:**

- 100% Attendance
- Be on time
- Wear the correct uniform (including black footwear)
- 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.
- 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

## **8. 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

## **9. 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.  
This involves:
  - Listen carefully to instructions

- Be silent when asked to be
- Allow others to concentrate
- Face your teacher when he/she is talking
- Exit room into corridor in a calm orderly manner.

## **10. REWARDS:**

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

- 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
  - Sharing good work with parents
  - Praise letters/ postcards sent home to parents
  - Specific individual praise from the staff in assemblies
  - Informal rewards

## **11. ATTENDANCE**

Students with high attendance are rewarded with trips, certificates or vouchers. 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

Alternative Provision Policy

Teaching and Learning Policy

Attendance Policy