



Behaviour Management Policy

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Staff Guidelines

1 Statement of Policy

It is the policy of the Academy to ensure that all students are able to learn and develop their potential and that all staff are able to teach without disruption.

2 Other Policies

This policy should be read in conjunction with the following:

- Anti-Bullying Policy
- Single Equality Scheme Policy
- Restraint Policy
- Uniform Policy
- Exclusion statement

3 Key Principles

- 3.1 The key principles of the policy include respect for oneself, others and facilities of the Academy. Learning is the main purpose of the Academy and must not be disrupted. Students should be encouraged to develop self-discipline by understanding the consequences of their actions.

4 Aims

- 4.1 The aim of a whole Academy policy on behaviour and discipline is to ensure:
- That behaviour problems are minimised
 - That when incidents do occur measures are in place to reduce their impact on the smooth running of the Academy
 - Provide clarity for parents on all aspects of behaviour within the Academy and allow parents, staff and students to support each other in creating the best possible learning environment

5 Academy Rules

- 5.1 All teachers have direct responsibility for standards within the classroom environment and within the Academy. The students must be made aware of staff routines and expectations. The Academy rules and expectations will be displayed in all classrooms and should be used as a reference point.

- 5.1.1 The teachers and students have agreed the rules so that:

- There is a common and agreed framework of expectations

- Students are clear about acceptable attitudes to learning within the classroom
- Expectations are displayed as a reference point for all lessons

6 Specific Classroom Rules

- 6.1 In addition to the Academy rules it will be necessary for some teachers to develop more specific rules in line with the nature of the subject, the equipment commonly used and the layout of the room. Health and Safety considerations will guide these specific rules in the more practical subjects.

It is important that these specific rules are also displayed as a reminder and reference point.

7 Behaviour Management Strategies

7.1 The Start of a Lesson

The start of a lesson should have the following characteristics so that students can settle and engage in learning quickly.

Punctuality

- Teachers are expected to meet and greet students at the classroom door at the start of the lesson. Students are expected to enter the room on time, wearing their uniform appropriately, collect resources, sit down, get equipment out and engage in the lesson starter
- Register is taken whilst students are engaged in the starter activity. Latecomers are challenged appropriately and the lost time is made up with a “call back” sanction at the end of the lesson
- Learning objectives & outcomes are shared with students so that the students are quite clear about the format of the lesson and what you expect to achieve by the end of the session. Learning outcomes should be clearly displayed and revisited at appropriate points throughout the lesson

7.1.1 Rewards

Students should be rewarded with reward points for each of the following:

- Making an effective start to the lesson by fulfilling the expectations in 7.1 (Punctuality)
- Achievement of learning objectives
- Producing a piece of outstanding work

- 7.1.2 The end of the lesson should be carefully planned to avoid the students leaving in a hurried or disorganised manner. Students should be seated and quiet before being dismissed in an orderly fashion with uniform worn appropriately. .

8 Dealing with Inappropriate Classroom Behaviour

8.1 Set out below are some general points about dealing with inappropriate student behaviour and some typical situations familiar to all teachers:

General points:

- Teachers should plan to support positive discipline for learning
- Teachers should consider the seating arrangements of classes; if there are pockets of distraction this could be addressed by a re-organisation of seating. The social dynamics of the classroom is significantly influenced by the students' seating plan
- A calm, purposeful response to inappropriate behaviour is more productive and consequently more likely to defuse the situation. Teachers should seek to de-escalate situations that may lead to negative discipline for learning
- All teachers should adhere to the Academy's discipline for learning protocol. This protocol has the following clearly defined stages which are actioned if students infringe any of the discipline for learning expectations which are clearly displayed in all learning areas (see appendix 1)
- The teacher will prepare the classroom in a manner conducive to good behaviour and be ready for the lesson planned. Sanctions will be issued as follows in the event of poor behaviour:

Students will be given a friendly warning/reminder about classroom expectations

- **Pre-stage** - a verbal warning is issued and the student has their name recorded on the board
- **Stage 1** - a tick is recorded next to the student's names denoting a 10-minute call back detention
- **Stage 2** - student is "Matrix" removed to another teacher in the faculty. Teacher issues a 10-minute call back. **This then triggers a 30-minute after school academy detention**
- **Stage 3** - full removal to the isolation room follows any further infringes of the discipline for learning expectations. **This triggers a 60-minute after school detention**
- de-escalation techniques should be employed within all the above stages

A student can be removed if a serious incident occurs without receiving warnings

- Teachers should not rapidly progress through the stages without giving clear warnings and attempts at de-escalation
- The stages must be followed if a student is disrupting the learning of other students. All incidents from Stage 2 onwards should be recorded on the Progresso behaviour management log.
- Teachers are actively encouraged to make contact with home for any "Matrix" or more serious incident.
- Teachers should treat students fairly and give them the opportunity to discuss the incident at an appropriate time (the time of this can be decided by the teacher)

9 Lateness to class

- Lateness is defined by students arriving at the lesson significantly later than the majority of the teaching group
- Lateness to the morning tutor session is defined by students arriving after 8.33am
- Teachers who, for whatever reason, detain a student beyond the start of the next lesson must always provide the student with a brief note giving time, date and signature
- Students arriving late to lessons without an excuse should normally be punished by making the lost time up at the end of the lesson
- Lateness should be recorded on Progresso
- Students with two or more late marks per week will be issued with an after Academy detention for 30, 45 or 60 minutes

10 Work not completed or of poor quality

A judgement is needed regarding the:

- Previous record of the student
- The significance of the work
- The reason for non-completion or poor quality of the work

Depending upon the judgement, the responses could be:

- A detention for a fixed period (next day or lesson)
- Repeat the work to a higher standard

10.1 If the student is frequently not completing work, or consistently producing work of poor quality, staff should seek the support of the Curriculum Director/Head of House. If there is still no improvement the matter should be referred to the Head of House again with a view to parents being contacted.

10.2 If Heads of House sanctions fail to make an impact the student may be referred to one of the Assistant Head Teachers as line management for the subject.

11 Challenging Behaviour

11.1 Teachers are advised to adopt the following course of action as a response to challenging behaviour:

- Anticipate the potentially escalating situation by remaining calm and avoiding provoking a challenge
- If possible, avoid dealing with the situation in the public arena of the classroom where the class becomes an audience

- Defuse the situation by asking the student to come to the front to discuss the problem, whilst the class carries on working. Alternatively ask the student to step outside, briefly discuss the issue with him/her when they are calmer
- If in spite of these strategies, the situation is escalating and detracting from teaching/learning, the discipline for learning protocol must be followed and the student is matrix removed from their learning environment using the 'on call' member of staff to remove the student if needed

12 Chewing gum

- 12.1 Students are not allowed to bring gum onto the Academy campus. If students are seen to be chewing, they should be told to remove the gum and the incident recorded on Progresso, which triggers a triple lunchtime detention.

13 Swearing and abusive language

- 13.1 Whatever the context, swearing/abusive language directed to staff or students, or within the hearing of staff or students is unacceptable and must result in an appropriate sanction.
- If the swearing/abusive language is at a low level on the scale, i.e. a slip of the tongue or part of an overheard student-to-student conversation, a private conversation, a private reminder of appropriate language is in order
 - If the swearing/abusive language is public and offensive, it must be challenged by either a private or a public reprimand according to the circumstances, this may trigger a lunchtime detention for the disruption
 - If the swearing/abusive language is public and challenging, then it requires a firmer response. This could be:
 - by referring the student to Senior Leadership Team for investigation, which may result in a period in the Pastoral Support Unit (PSU) or a fixed term exclusion
 - or if a learning support assistant/teaching assistant or trainee teacher assisting a lesson overhears swearing in the classroom, s/he should address the issue following the discipline for learning guidelines, or bring it to the attention of the teacher at an appropriate point in the lesson

14 Bullying – See Anti Bullying Policy

15 Toilet visits

- 15.1 During each lesson period, students may request permission to visit the toilet. This should be a rare and exceptional occurrence as students should be encouraged to use the toilets before tutor period, at break, lunchtime and after school.

- 15.2 Students with genuine medical problems will be provided with a toilet pass, this pass should be carried by the student at all times.
- 15.3 Heads of House and tutors should periodically remind a tutor and house group that visits to the toilet during lesson time are inappropriate and exceptional.
- 15.4 When faced with a student request for a toilet visit, teachers could use the following responses:
- Initial response - no, subsequently
 - Privately ask the student if the visit is vital as the lesson is important
 - Ask whether the student could wait until the end of the lesson
 - Be more sympathetic to a repeated request
 - Grant permission, but point out that the lesson is important and that if students are allowed to go to the toilet during lessons a pass must be given

16 Around the Academy

- 16.1 A teacher's responsibility for standards of student behaviour extends beyond his/her classroom. It is the general willingness of teachers to intervene in situations, which they come across during the unstructured periods of the Academy day, which greatly enhances the standards of behaviour throughout the site.

17 Academy Uniform

- 17.1 The Academy subscribes to a policy which requires all students to wear Academy uniform. Parents and students accept this constraint when making an application for a place at Sirius Academy West.
- 17.2 The tutor is the first and most important monitor of the dress code. During the morning registration, any student not in correct uniform will be sent to the House Assistant where parental/carer contact will be made and the student will be sent home to change into appropriate uniform. If this is not possible students will be loaned items of uniform which they will be expected to change into. Failure to adhere to this will result in the student being isolated. Students not wearing uniform appropriately should be challenged and the uniform corrected. Ties should be an appropriate length and worn to the top button. Where parental contact can be made, it may be appropriate to send the student home for a temporary period of time to change their uniform.
- 17.3 All teachers should challenge inappropriate uniform in all lessons and around the Academy without disrupting the learning of others.
- 17.4 Jewellery should not be worn. Visible body and facial piercings are not permitted. Only natural hair colours are permitted.

- 17.5 Repeated failure of students to adhere to the uniform policy will result in them being isolated for a fixed period of time.
- 17.6 The Trust cannot accept responsibility for any items that are stolen or damaged.

18 Movement around the Academy

18.1 At the end of lessons there is inevitably going to be a degree of congestion. Please attempt to manage this by applying the principles of the Academy rules and by:

- Reminding students to give way to others at doorways
- Encouraging movement along the corridors on the left hand side
- Walk on the left

19 Students Out of Lessons

- 19.1 Students should not leave a lesson without good reason and should not normally be allowed to leave a lesson.
- 19.2 If a student is allowed to leave the room they should always be given a large staff pass.
- 19.3 All students out of lessons should be challenged. If they do not have the pass with them, they should be referred to the teacher from whose lesson they have come.
- 19.4 Appropriate action should be taken by that teacher.

20 Eating on Campus

20.1 Students are allowed to eat food and consume drinks other than water in these areas only:

- The Parkway Restaurant, Four Seasons Restaurant and Oasis Cafe
- Outdoor dining spaces
- In selected club areas or room 131

There should be no eating or drinking on corridors. Students who are in breach of this should be spoken to and the information recorded in Progresso. Students will automatically receive a lunchtime detention.

20.2 Where students are found littering they will be required to complete a double lunchtime detention.

21 Attitudes to learning

- 21.1 The Academy supports students in assessing their own attitude to learning including key attributes and skills such as attendance, punctuality, behaviour, uniform, teamwork and enrichment.
- 21.2 Students self-assess their progress each term and work together with their form tutor to grade their attitude to learning.
- 21.3 There are four levels of attitudes to learning, expert learner, advanced learner, developing learner and potential learner.
- 21.4 Rewards and privileges are targeted at students who reach expert learner status.

22 Sanctions and support

- 22.1 Serious misconduct, such as: extreme violence, premeditated violence, sexual assault, the supply or possession of illegal substances or alcohol or the possession or use of an offensive weapon, will not be tolerated by the Academy and will lead to serious sanctions up to and including permanent exclusion for the individual or group involved in such actions. In the event of a permanent exclusion, the students' record of behaviour will also be taken into consideration. See exclusion statement.
- 22.2 Students can be placed on a formal report at the discretion of their tutor, Head of House or member of the Senior Leadership Team. Students on report are expected to get the report signed and graded in line with the Academy's attitude to learning criteria in all lessons. Students are expected to show the report to their Head of House or House Assistant at the end of the day and to their parents/carers. Failure to adhere to the report system will result in students being isolated for a period of time.
- 22.3 Students who are guilty of persistently failing to adhere to Academy expectations and/or are frequently matrixed or removed from lessons will be targeted with behaviour "blitz" monitoring. This will involve the student being given clear improvement targets that are closely monitored by Tutors, Heads of House and House Assistants. They will also be subject to additional support programmes provided by the Academy.
- 22.4 Lunchtime and After-Academy detentions are compulsory. Students who fail to attend a detention will be given additional detention time. If a student persistently fails to attend detentions, they will be placed in isolation until all detentions are completed and/or parents/carers attend a meeting with the Assistant Head Teacher, Student Support or Deputy Head Teacher, Student Support and an agreement is made by the student to attend the detention.
- 22.5 Where there is an issue with an after school Academy detention parent/carers should contact the Head of House prior to the detention, under certain circumstances the detention can be re-arranged.

- 22.6 Academy detentions can be applied for a range of reasons but typically lunchtime detentions will be applied for corridor based incidents, eating and drinking on the corridor, the possession of chewing gum, littering, smoking and missing call backs. After-Academy detentions would be typically applied for missing lunchtime detentions, matrix and remove and/or 2+ late marks per week.
- 22.7 Where students are suspected of having items banned by school policy including knives/weapons, alcohol, illegal drugs, stolen items, tobacco/cigarette papers, fireworks, pornographic images and any other article likely to be used to commit an offence, cause injury or damage property. Where it is deemed that there is an issue force could be used to enable a search for these items. See restraint and control statement.
- 22.8 The behaviour policy extends beyond the school gate including behaviour to and from school, in the local shops and on public transport. Where safety, well-being is compromised or the Academy is brought into disrepute the Academy will follow the same MSI procedures including all relevant sanctions. In short the Academy has the power to extend discipline beyond the school gate.
- “Teachers have the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable” (section 90 of the Education and Inspections Act 2006 paragraph 21). See beyond the gates statement*
- 22.9 The Academy regards malicious accusations against staff as a more serious incident and sanctions up to and including permanent exclusion would be considered.
- 22.10 Where appropriate, students who disrupt the learning of other students or act inappropriately to members of staff or the public will be expected to attend restorative practice meetings. For serious offences, including physical violence and racism restorative practice meetings will be attended by the Academy’s PCSO link officer. Students may also be required to write formal letters of apology.
- 22.11 Students who persistently fail to adhere to Academy expectations may be referred to the Pastoral Support team who will arrange support in class or work with students in the Pastoral Support Unit. All behaviour support interventions will be recorded on an “Alternative Provision Passport”.
- 22.12 Where persistent misbehaviour continues, students may be directed to alternative off-site provision or, in some cases, a managed move to an alternative establishment.

22.13 The Academy in partnership with Rise Academy may utilise the specialisms of Rise Academy where it is deemed the most effective cause of action to address concerns

Appendix 1

Actions & Consequences Chart

ACTION	CONSEQUENCE
<p>A1 (Pre-stage) A student disrupts the quality of education for others</p>	<p>C1</p> <ul style="list-style-type: none">• A verbal warning will be given and the student's name will be written on the board

A2 (Stage 1)

Further disruption and/or continuation of A1

A3 (Stage 2)

Poor behaviour continues

A4 (Stage 3)

A student is removed from more than one lesson within a week

A student continues to display negative behaviour in the matrix room

A5

A student refuses to follow the Academy Code of Conduct

A6

Serious misconduct

C2

- A second verbal warning will be given and a tick will be placed against their name on the board
- Teacher issues a 10-minute call back

C3

- The student will be matrix removed from the classroom
- The incident will be recorded and an Academy detention will be given
- Parents/carers will be informed
- Teacher issues a 10-minute call back
- The student is also given a 30-minute departmental detention.

C4

- The incident will be recorded and a 60-minute Academy detention will be given
- The student will be placed on a Behaviour Monitoring Report to their Form Tutor
- Parents/carers will be informed
- The student will spend 1 full day in isolation
- The student will spend the rest of the lesson in the isolation room and a 60 minute Academy detention will be given

C5

- The student will be referred to their **Head of House**, who will issue a sanction

C6

Could include any of the following;

- A meeting with parents/carers will be arranged
- The student will be referred to the Academy Pastoral Support Unit (Internal)
- A fixed term or permanent exclusion may be given
- An internal exclusion may be applied
- There could be PCSO involvement
- Other sanctions may include formal apology, litter picking and/or payment for damage
- A range of external provisions may be directed

Appendix 2

Student expectations

Have basic attendance of at least 95%
To be punctual to tutor and to every lesson

To wear full Academy uniform at all times
To be an active listener in the classroom
Not to engage in low level disruption
To follow all instructions given by a member of staff
Not walk away from staff
To accept the consequences of their actions
Not to leave the school site at any time without permission
Not to engage in any form of bullying/harassment
Not to be verbally or physically abusive to anyone
To treat the Academy with respect