

# POSITIVE BEHAVIOUR CULTURE POLICY

<b>Policy Type:</b>	<b>Academy Policy</b>
<b>Approved By:</b>	<b>Local Governing Body</b>
<b>Date Approved by LGB:</b>	<b>7 October 2021</b>
<b>Review Date:</b>	<b>October 2022</b>
<b>Person Responsible:</b>	<b>Principal</b>

## Summary of Changes

The policy has been amended as follows.

<b>Page Ref.</b>	<b>Section</b>	<b>Amendment</b>	<b>Date of Change</b>
All	All	All references to COVID 19 removed	Oct 2021
12	Appendix 3	New Home Academy Agreement post COVID 19 home learning	Oct 2021

## **General Policy Roles and Accountabilities**

The Diocese of Norwich Education and Academies Trust (DNEAT) is accountable for all policies across its Academies. All policies, whether relating to an individual Academy or the whole Trust, will be written and implemented in line with our ethos and values as articulated in our prospectus. We are committed to the provision of high-quality education in the context of the Christian values of service, thankfulness and humility where individuals are valued, aspirations are high, hope is nurtured, and talents released.

A Scheme of Delegation for each Academy sets out the responsibilities of the Local Governing Body and Principal. The Principal of each Academy is responsible for the implementation of all policies of the Academy Trust.

All employees of the Academy Trust are subject to the Trust's policies.

This policy recognises the Academy's legal duties under the Education and Inspections Act 2006 and Equalities Act 2010, in respect of safeguarding and students with Special Educational Needs and Disabilities.

### **Aims:**

- To promote good behaviour, self-discipline, proper regard for authority and respect
- To encourage good behaviour and respect for others, in particular, prevent all forms of bullying
- To ensure that students complete any tasks reasonably assigned to them in connection with their education
- To regulate the conduct of students

### **Principles**

The Open Academy provides stimulating, exciting learning in a calm, orderly environment. Students are expected to act in a responsible and respectful manner at all times.

Students will learn about social responsibility, justice and their own importance in creating the positive climate that we all desire. The Academy believes that all experiences should be a learning experience and the Academy ethos is based on our core values.

- |                |              |
|----------------|--------------|
| • Aspiration   | Leadership   |
| • Teamwork     | Humility     |
| • Courage      | Hardwork     |
| • Respect      | Service      |
| • Integrity    | Forgiveness  |
| • Thankfulness | Perseverance |

The Academy provides a place for students where they feel safe, secure, and cared for. Students are offered continual guidance on appropriate behaviour and they are treated in a fair and consistent way at all times.

The practice and procedures that manage student behaviour at the Academy are underpinned by the following principles:

- The Academy recognises and rewards good behaviour and responsible citizenship
- The Academy promotes good behaviour, manners, courtesy and respect from all members of the community
- Staff are role models for appropriate behaviour
- The Academy encourages positive relationships between all members of the community
- All members of the Open Academy community have the right to be free from harassment, abuse or bullying
- All members of the community have the right to be respected
- All students have the right to learn, free from the disruption of others
- All teachers have the right to teach, free from the disruption of others
- All students are given appropriate advice, support and counselling to help them change their underlying behaviour or develop strategies to deal with specific problems
- The student body are consulted on ways to maintain and improve good behaviour and positive relationships
- We work positively with parents and carers to overcome any behavioural difficulties that a student may be experiencing
- Restorative justice will be used where appropriate to provide an opportunity for forgiveness, to build bridges and for students to learn about the consequences of their actions

## Staff

### Setting the Tone

Teachers should aim to get lessons off to a positive start by adopting these strategies:

- Be punctual to lessons
- 'round in 2' – movement from lesson to lesson in less than 2 minutes
- Meet and Greet - be at the door to welcome classes and exert a calming influence where necessary
- Make sure lessons are prepared thoroughly, are interesting and challenging and resources are differentiated and relevant. (The Open way - Teaching mat)
- End, send and thank each other

### During the Lesson

We can do much to ensure that lessons proceed in an orderly fashion by adopting these strategies while we are teaching:

- Make sure that our objectives for the lesson are clear
- To teach LEARNT behaviours in every lesson and reward LEARNT achievement points regularly
- Maintain a level tone of voice, and avoid shouting
- Get each lesson off to a brisk and purposeful start
- Make sure that work is properly differentiated or scaffolded, so that every student can access the learning
- Provide challenging targets for each student
- Ensure the seating plan is in accordance with the Academy policy
- Make sure students' work is marked in accordance with the Academy's marking policy
- Use the Achievement Points reward system to reward good work and good behaviour.
- Lessons reflect a variety of learning styles
- Make sure classrooms are interesting learning environments with displays of students' work
- Allow students "take-up time" to carry out instructions
- Every lesson is a fresh start, intervene early to control inappropriate behaviour and de-escalate situations, at all times
- To ensure all students are aware of their next steps DNA (Date, Next steps and Actions)

### Motivating students

Achieving exceptional levels of student behaviour hinges on our ability to motivate students. Research shows that most behavioural difficulties stem from low self-esteem. Therefore, praising and rewarding our students is a critical factor in achieving our desired levels of motivation and behaviour. Suitable methods for motivating students include:

- A positive approach, tone and body language
- Well planned, interesting lessons
- A high ratio of praise in lessons
- Public and private praise to students in lessons including PIP & RIP (Praise In Public and Reprimand In Private)
- Praise in tutor time, assemblies and newsletters
- Letters and telephone calls home to parents/carers
- Awarding students points through the official Academy rewards system
- To teach LEARNT behaviours in every lesson and reward through the Academy reward system

## **Students**

**Positive behaviour is a choice. Good choices have positive outcomes. Bad choices have negative outcomes.**

### **Expectations:**

Are expressed in The Open Way (appendix 1)

In addition to the expectations the following are standards that are expected of students

- Arrive to the Academy on time each day
- Enter classrooms in an orderly fashion, arriving punctually
- Show respect for the teacher and other students; show self-discipline in the learning situation
- Work to the best of your ability, work deadlines should always be met
- Maintain high standards of appearance and communication

### **Appearance**

All students will adhere to the Academy's Appearance Policy.

### **Out of the Academy**

**The Academy will act in response to behaviour when a student is:**

- **Taking part in any Academy-organised or Academy-related activity**
- **Travelling to or from the Academy**
- **Wearing Academy uniform**
- **In some way identifiable as a student at the Academy**

**Or, whether or not the conditions above apply, the Academy will act in response to behaviour that:**

- **Could have repercussions for the orderly running of the Academy**
- **Poses a threat to another student or member of staff**
- **Could adversely affect the reputation of the Academy**

**Parents and Carers are expected to:**

- Support the ethos of the Academy
- Sign and adhere to Home-Academy agreement
- Work in partnership with staff to ensure good behaviour
- Inform staff of any concerns
- Respond to any concerns raised by members of staff
- Ensure students attend the Academy regularly and are punctual
- Ensure students come to the Academy correctly equipped and prepared to work

### **Results of positive behaviour: Rewards**

The Academy recognises that the motivation of students is critical in achieving high standards of students' behaviour. This is central to our teaching and learning methods; and to the way we offer rewards for good work and conduct. Students will be rewarded through LEARNT Achievement Points, Celebration Assemblies and Awards Evening

Students will be rewarded for:

- Good attendance and punctuality
- Meeting class expectations
- Demonstrating aspects of positive LEARNT positive behaviour
- Contributing to the Academy and wider community
- Extra-curricular work and activities
- Completing homework
- Outstanding effort
- Outstanding Achievement
- Outstanding contributions
- Demonstrating responsibility and holding a position of responsibility
- Attending revision classes

### **Results of negative behaviour: Sanctions**

Sanctions should be employed when students fail to respond to requests to meet expected levels of behaviour. They should be employed sparingly and in line with the Academy's procedures. Sanctions are most effective when employed by the person who originally challenged the unacceptable behaviour. Sanctions must be proportionate, reasonable in all circumstances and account must be taken of the student's age, Special Educational Need, disability and any religious requirements affecting them.

Sanctions may include:

- Learning hub/interventions
- Lunchtime detentions
- Whole school detention
- Work to improve and enhance the Academy environment
- Time out of lessons
- Internal exclusion with SLT
- Exclusion at an off-site alternative provision i.e. School or provider
- Fixed term exclusion
- Managed move
- Governing Body Exclusion Panel (When more than 15 FEX days in one term is reached). **(Please see appendix 2)**
- Permanent exclusion **(Please see Academy's Exclusion Policy)**

Government guidelines state that parental consent is not required for detentions, both in and after school and that it is the responsibility of parents to arrange transport to and from detentions outside school hours.

- The Leadership Team of the Academy will oversee the use of rewards and sanctions to ensure consistency across year groups. Students and parents have the right to know why a sanction has been imposed
- More serious sanctions including internal / external exclusions will only be imposed when an incident has been investigated, and the student is deemed responsible 'in all probability' of committing the misdemeanour of which they are being accused
- Permanent exclusion will only be considered when all possible avenues to support a student have been explored. Alternatives to permanent exclusion will always be sought.

### **Other Behaviour Aspects**

#### **Malicious allegations made against members of staff.**

Allegations against staff will be investigated thoroughly. Should these be found to be malicious, then these will be taken very seriously and the student will be considered for exclusion.

## **Reasonable Force**

### Definitions

Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.

Restraint means to hold back physically or to bring a student under control. It is used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention

Who can use reasonable force?

All members of staff have the legal power to use reasonable force. However, this is discouraged. There are occasions where staff have a duty of care which will mean restraining a student to stop them hurting themselves or others.

Reasonable force may be used to search a student for a prohibited item. This must only be used when there is reasonable suspicion and the item is seen as an immediate danger to the student or others in the Academy.

There are instances where touching a student might be proper or necessary:

- To demonstrate how to use a musical instrument
- To demonstrate exercises or techniques during a PE lesson or sports coaching
- To give first aid

## **Screening and Searching**

Screening and searching may only take place where there is reasonable suspicion that a student is in possession of prohibited or banned items.

### **Prohibited items**

The Academy has the right to search, without consent, for prohibited items. These items are:

- Knives and guns
- Alcohol
- Drugs and related materials
- Stolen Items
- Tobacco and related material
- Fireworks
- Pornographic images
- Imitation firearms (e.g. replica guns)

### **Banned Items**

Students can only be searched for banned items with their consent. Banned items are those which are not allowed in the Academy but do not fall into the 'prohibited' category. These are:

- Chewing gum
- Fizzy and high energy drinks
- Jewellery that is against the Appearance Policy
- Laser pens
- Lighters and matches
- Aerosols

Searches can only be undertaken by members of staff designated by the Principal to do so.



These staff are:

- Members of the Leadership Team
- Members of the Pastoral Team
- Safer Schools Officer

Searches must be carried out with more than one member of staff present and by staff of the same sex as the student. Only outer garments can be searched. If an intimate search is required, then the police will be asked to do this.

### Mobile Phones

We recognise that mobile phones can be an essential tool in keeping in touch with your child before and after the school day so we operate a policy that does not ban them however insists that if they are brought in to school, they are kept switched off and in your child's locker or bag along with headphones or ear pieces. Mobile phones/head phones that are visible during the school day will be confiscated until the end of the day.

### Sexual Harassment

We do not tolerate sexual harassment or any type of harassment due to people's differences and there are no dark corners at Open Academy. If something happens we have a tell us approach either via form tutors, pastoral teams or the [tellus@open-academy.org.uk](mailto:tellus@open-academy.org.uk) email address

## POSITIVE BEHAVIOUR CULTURE POLICY

### Behaviour Codes

Reminder	not meeting expectations	Dealt with at teacher/tutor level.
Warning Repair meeting at the lesson end	Persistent inappropriate behaviour after a reminder Persistently not meeting expectations	
Last Chance Conversation/Imposition could include a D1 School Detention 30 mins	Continual disruption, despite 2 warnings. Whole school 30 minute detention	Incidents in cover lesson will be referred back to the teacher and subject area
Time out Reflect and return to staff member to repair + 60 min School Detention	Removal from the lesson to Time Out for the rest of the lesson. + Whole school detention 60 minutes	HOY / AHOY will follow up all Time out incidents  Staff to visit student in detention to discuss the issue  Repeated /cumulative Time out followed up by HOY/AHOY
Serious Breach of our Rules  Removal from lesson, 60 minute detention Removal to Time Out then consideration for SLT internal exclusion or exclusion	Persistent Non-compliance / abusive language to staff Serious incident in lessons Serious one-off incident	SLT/HOY/AHOY

<p>Serious Breach of our Rules</p> <p>60 minute after school detention</p> <p>Removal to Time Out then consideration for SLT internal exclusion or exclusion</p>	<p>Truancy</p> <p>Smoking</p> <p>Serious Incident whilst not in lessons</p>	<p>Dealt with by the Year teams / Duty teams usually at least 1 hour after school detention</p> <p>For truancy student must usually attend learning hub until all work missed is caught up</p>

**NB – The Emergency Alert button in Sims to be used as a last resort by any member of staff who feels vulnerable or threaten in a classroom**

### Behaviour Management Plan

Students who demonstrate inappropriate behaviour over a period of time will have an adverse effect on their own learning and that of others. The following Behaviour Management Plan will be used to support students who persistently make the wrong choices. The Academy has a duty to meet the needs of students with behavioural difficulties and, ultimately for the education, health, safety and well-being of all students and other members of the Academy Community. Behaviour management is the responsibility of all staff.

#### Stage 1

Concerns	Intervention	People involved
<p>Punctuality</p> <p>Low level disruptions</p> <p>Initial BFL concerns</p> <p>Increased number of behaviour points</p>	<p>Tutor to contact parents/carers</p> <p>Tutor report</p> <p>Whole school detentions given</p> <p>SENDCO if appropriate</p>	<p>Tutors</p> <p>Parents/carers</p> <p>HOY/AHOY</p> <p>Heads of Faculty</p> <p>SENDCO</p> <p>Safer School Officer</p> <p>SLT</p>



#### Stage 2

Concerns	Intervention	People involved
<p>Further concerns from stage 1</p> <p>Increased number of behaviour points</p>	<p>Report to AHOY/HOY</p> <p>IBP set up over 4 weeks (8 weeks in total)</p> <p>SEND – IEP if needed</p> <p>Adjusted Timetable</p> <p>Internal exclusions</p> <p>Observations</p> <p>SENDCO if appropriate</p> <p>Managed Move</p>	<p>Tutors</p> <p>Parents/carers</p> <p>HOY/AHOY</p> <p>SENDCO</p> <p>Safer Schools Officer</p> <p>Alternative provision</p>



#### Stage 3

Concerns	Intervention	People involved
<p>Second IBP failed</p> <p>Further increased number of behaviour points</p> <p>Internal and external exclusions</p>	<p>PSP set up (16 weeks)</p> <p>Member of SLT assigned to student</p> <p>Agency support where necessary</p>	<p>Tutors</p> <p>Parents/carers</p> <p>AHOY</p> <p>HOY</p> <p>Heads of faculty</p>

	FSP where necessary Alternative timetable Managed Move SENDCO if appropriate Part timetable Alternative provision sought	SLT Alternative provision Safer Schools Officer SENDCO
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**Stage 4**

Concerns	Intervention	People involved
Persistent non- compliance of the Academy positive behaviour policy	15 day Governors panel Permanent exclusion	SLT Governors

**The aim is to always to deal with behaviour at the lowest level and to catch students doing the right things and making the correct choices.**

**Positive Behaviour Policy Appendix 2**

The panel is officially considering reinstatement for the most recent **exclusion** that triggers over 15 days but they should also look at all other exclusions and make recommendations. They should take a holistic view of all the exclusions as a child excluded for more than 15 days in a term is at risk of permanent exclusion. The student has missed a significant amount of schooling and the panel needs to explore what the school is doing or will do to prevent this.

Governors will need to consider reinstatement for the period of the fixed term exclusion, and this could result in 3 options:

- They could decline to reinstate for the period of the fixed term exclusion (i.e. they agree with the Principal’s decision and the whole of the exclusion still stands); or
- Reinstate from a date before the end of the fixed term exclusion (i.e. they felt the length of exclusion was not reasonable or proportionate and decided to shorten it); or
- Reinstate for the whole of the period (i.e. they felt the exclusion itself was unreasonable, unlawful or disproportionate in some way).

For the last two outcomes, if the child is already back in school because the exclusion has ended, (which is usually the case) then Governors would simply place a note of their decision on the child’s record. The total number of days of exclusion for that child would then be adjusted.

**Appendix 3 – Home Academy Agreement**

**Home/Academy Agreement**

**The Parent/Carers will:**

- Ensure that my child attends the Academy regularly and on time. If not, detentions may be issued
- Let the Academy know about any concerns or problems that might affect my child’s work or behaviour
- Support the Academy’s policies and guidelines for conduct
- Support the student in homework and other opportunities for home learning
- Attend Parents’ consultations and discussions about my child’s progress
- Ensure that my child wears the correct uniform and brings the proper equipment
- Provide the Academy with up to date contact information, including an emergency telephone number
- Support my child and the Academy by regularly accessing the Parent App.

**The Academy will:**

- Contact parents/carers if there is a problem with attendance, punctuality or equipment.
- Let parent/carers know about any concerns or problems that affect their child’s work or behaviour
- Make assessments available on the Parent App regularly and in Key Stage 4 and 5, an annual report
- Set, mark and monitor homework
- Arrange Parent/Carers’ consultations during which progress will be discussed
- Keep parent/carers informed about Academy activities through regular letters home via email, Parent App, the website, newsletters and notices about special events
- A text/telephone alert will be sent as soon as possible, should the student not arrive in school
- We all learn best with encouragement. The Academy will celebrate achievement at every level

**The Student:**

I shall follow the Academy’s Code of Conduct, which is:

- To meet the Academy expectations for behaviour
- To respect the right for all members of the Academy community to be treated equally
- To respect the right to learn; everyone needs to be able to work without interruption
- To keep our environment clean and pleasant and put all litter in the bins provided;
- To present myself in a manner that meets the Academy Appearance Policy

Signed – Student Name..... Student Signature .....

Signed – (Parent/Carer) .....Date .....