

Open Academy

Positive Behaviour Culture Policy

Policy Type:	Academy Policy
Approved By:	Local Governing Body
Date Approved by LGB:	26/09/2019
Review Date:	October 2020
Person Responsible:	Principal

Summary of Changes

The policy has been amended as follows.

Page Ref.	Section	Amendment	Date of Change

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.

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|----------------|--------------|
| • 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.
- 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 our Open Rules (appendix 1)

LEARNT positive behaviour (appendix 2) teaching the skills of learning

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 Achievement Points, 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 – If parents/carers do not attend the re-integration meeting then the student will stay in Inclusion Base until they have attended
- Managed move
- Governing Body Exclusion Panel (When more than 15 FEX days in one term is reached). **(Please see appendix 3)**
- 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.

POSITIVE BEHAVIOUR CULTURE POLICY

Behaviour Codes

Reminder	not meeting expectations	
Warning Repair meeting at the lesson end	Persistent inappropriate behaviour after a reminder Persistently not meeting expectations	Dealt with at teacher/tutor level.
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 the Inclusion Base 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 Inclusion Base 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
Serious Breach of our Rules 60 minutes after school detention Removal to inclusion base then consideration for SLT internal exclusion or exclusion	Truancy Smoking Serious Incident whilst not in lessons	Dealt with by the Year teams / Duty teams usually at least 1 hour after school detention For truancy student must usually attend learning hub until all work missed is caught up

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



Stage 2

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



Stage 3

Concerns	Intervention	People involved
Second IBP failed Further increased number of behaviour points Internal and external exclusions	PSP set up (16 weeks) Member of SLT assigned to student Agency support where necessary FSP where necessary Alternative timetable Managed Move SENDCO if appropriate Part timetable Alternative provision sought	Tutors Parents/carers AHOY HOY Heads of faculty SLT Alternative provision Safer Schools Officer SENDCO



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 Culture Policy Appendix 3

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.

Open Rules - appendix 1

» Aspiration
There are no barriers to your ambition

» Leadership
Live your own life

» Teamwork
Together we achieve more

» Humility
Put others first

» Courage
Handle your fear

» Hard work
We need to make the most of our talents

» Respect
Treat others as you would like to be treated yourself

» Service
It is better to give than to receive

» Integrity
Be true to yourself

» Forgiveness
Forgiveness is a friendship preserver

» Thankfulness
Appreciate others, appreciate what you have

» Perseverance
Never give up

open
Core Values

www.open-academy.org.uk

We are Open through our Values

← Everyone Is a Blessing

Open learning habits....

Listen actively

Engage

Ask and Answer

Respect

Now is the time

Teamwork

Open Phrases

"Thank you for..."

"I need you to..."

"That's what I need to see..."

"Be that as it may"

"What are we here for?"

"That's who I need to see today"

We notice over and above behaviour by...

- LEARNT Achievement Points
- We Phone home for good behaviour
- We run campaigns with rewards

Open Rules

Be Ready

Be Respectful

Be Safe

Open stepped consequences

Reminder- Not meeting expectations

Warning - Need to change

Last Chance conversation/imposition

Time Out - reflect and return to staff member and repair

Repair - mend the situation and be ready again

Serious Breach of our rules

At Open we relentlessly....

- Meet and Greet
- We get 'round in 2'
- Walk and Talk
- End, send and thank each other

"Everyone is a blessing"

Repair

What happened?

What were you thinking at the time?

What have you thought since?

Who was affected?

Was anyone else affected?

What needs to happen next?

LEARNT positive behaviour – Appendix 2



LEARNT Behaviour

L - Listen actively to what other people have to say

E - Engage every lesson, effort brings success

A - Ask & Answer when you get chance, expand and develop all responses

R - Respect yourself, your peers, your environment

N - Now is the time to achieve so BE PRESENT

T - Teamwork - working together we achieve more