

POSITIVE BEHAVIOUR CULTURE POLICY

Policy Type:	Academy Policy
Approved By:	Local Governing Body
Date Approved by LGB:	6 October 2023
Review Date:	October 2024
Person Responsible:	Principal

Summary of Changes

The policy has been amended as follows.

Page Ref.	Section	Amendment	Date of Change
6-9	Results of positive behaviour: Rewards	Inclusion of new rewards policy	September 2023
11	Truancy	Introduction to processes to reduce and remove truancy	September 2023
11	Internal Suspension	Introduction to processes to reduce and remove external suspensions	September 2023

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. (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.

We use rewards to:

- Motivate and encourage ALL students to do their best and achieve their potential.
- Provide opportunities for students to raise their aspirations.
- Ensure effective teaching and learning can take place.
- Engage students in their learning and encourage them to take pride in being a member of The Open Academy community.
- Reward a variety of qualities, activities, and achievements.
- Support students in feeling valued and helping to raise their self-esteem.
- Set goals for personal achievement.

We will ensure that all students across the school will be able to benefit from the rewards process, and it will be consistently applied across the school.

Rewards must be given fairly as a means of acknowledging effort, achievement, and actions, and meeting the aims and the core values of The Open Academy.

Rewards may be given for the following:

- Attendance
- Demonstrating LEARNT within lessons or within the Academy community
- Completing Homework
- Outstanding Homework
- Accelerated Reader Top 20 (most words read)
- Representing the Academy
- Prefect and Student Leadership responsibilities
- Taking part in school activities

All staff will allocate LEARNT achievement points as frequently as possible. Staff have options to reward the above behaviours and achievements specifically by allocating the appropriate number of LEARNT points. Staff may also recognise students' achievements by:

- Positive phone calls home
- Postcards home
- Nominating a student for a Principal's Commendation (see below).
- Governor Leadership Award (see below)
- Nominating for subject and Open Academy awards as part of the KS3, KS4 and KS5 Annual Achievement Evenings (see below).

There are clear expectations on all staff within the academy to make the most of the rewards system and ensure that they are taking every opportunity to celebrate success and reinforce positive behaviour.

LEARNT Achievement Points

LEARNT is at the forefront of the day-to-day learning for students at the Open Academy and therefore it is a crucial part of our rewards system.

- Form Tutors will have the responsibility of monitoring LEARNT points weekly as part of the tutor programme. We also encourage Parents/Carers to monitor their child's achievements on the SIMS Parent App.
- Students will be recognised for their achievements in the parent newsletter and through the forum of celebratory year assemblies (see below).
- Half termly activities will take place for those who have achieved the highest number of LEARNT points, highest average rubrics score for homework's and students who have made the most improvement (nominated by Year Team). This will be for the top 10 students in each year group per category. These activities will include an afternoon off timetable but remaining in the academy.
- Each half term the top student in each year group for LEARNT achievement points, highest average rubrics score for homework's completed and the most improved will receive a £5 cinema voucher.

Postcards and Phone Calls Home

Students in Years 7 – 11 may be awarded a postcard or phone call home for recognition. They can be awarded for the following reasons:

- Sustained good work over a period of time (at least a week) or an excellent piece of substantial individual work.
- Good behaviour, again over a period of time, or for a significant improvement in behaviour.
- Service to the school or community - this does cover a wide area, so that the award should be made to those who “put themselves out” for others and truly demonstrate the Open Academy core values
- Commendable involvement in other activities e.g. sporting events, plays or public speaking;

Principal’s Commendation

The Principal’s Commendation is awarded to exceptional students who are nominated by staff for their outstanding contribution to the school community. This can be for academic achievement or for success beyond the classroom. Students who are awarded a Principal’s Commendation will be recognised in the academy’s newsletter and on the screens around the academy as well as a phone call home from the Principal. Students will be rewarded through LEARN Achievement Points, Celebration Assemblies and Awards Evening.

Attendance

Attendance has a very high profile at the Open Academy. We expect all students to achieve a minimum of 98% attendance per academic year and we count on parents to support us in our aims. To support the Open Academy attendance aims, students will be awarded for achieving good and improved attendance. Rewards will be as follows:

- Fortnightly tutor Award – The tutor group from each year group with the highest attendance will be awarded the attendance trophy – this will be presented in Year assembly by the Head of Year.
- Improvement in Attendance – Each month, students will be given 15 achievement points if there has been an improvement in their attendance and for having 98% or above attendance during the month.
- Monthly attendance – any student who has achieved 98-100% attendance for the previous month will be awarded 15 achievement points.
- Half-Termly Rewards – At the end of every Half Term, the tutor group with the highest attendance overall and the top tutor group from each year group will be provided with either a Breakfast in their Tutor rooms or fish and chips from the canteen on the last Friday of the Half Term
- All students who have achieved 100% attendance each Term will be awarded a Lapel Pin. If it is their first time achieving 100% attendance that academic year, they will be awarded a Bronze Lapel Pin, if it is their second term achieving 100% attendance, they will receive a silver Lapel Pin and if they achieve 100% attendance for the full academic year they will be awarded a Gold Lapel Pin. These pins should be worn on their blazers. If a student has been awarded a Lapel Pin they go to the front of the queue on a Friday Lunchtime.

Year Group Celebration Assemblies

Each half term celebration assemblies will be held to all year groups to highlight significant levels of improvement and achievement by individual students. Students will also receive their rewards certificates earned through the last half term at this assembly. The emphasis in these events is on breadth and inclusion. Students will be recognised for their achievements in the previous half term including attendance, sporting events, extracurricular activities, activities outside school and the number of achievement points (the difference between achievement points and behaviour points) they have gained. To further develop a culture of praise and success, there will be an element of celebration of achievement as part of year group assemblies each fortnight. This will ensure students are clear about the value placed on the achievements of themselves and their peers.

House Competitions

The LEARNT points earned by each of the students will count individually and towards the LEARNT points total for each House (Challenge, Destiny, Inspiration and Respect). The House with the most points is awarded the House Cup at the end of each term. At the end of the year, the House Cup is awarded to the House with the highest total of points for the year. House competitions will take place across all faculties and through a mixture of individual events such as Sports Day and the Literary Festival.

Governor Leadership Awards

The Student Leadership Team are awarded exclusively by the Governors. These awards recognise the positive impact that these students have on the Open Academy community. Students who demonstrate the qualities expected of a Student Leader will be awarded 25 achievement points.

Annual Achievement Evenings

The Year 11 and 13 Leavers Celebration Evening (Alumni Celebration Evening) will be held towards the end of November and will celebrate the achievements of the students who left school in July. During this prestigious event, students will be presented with their exam certificates, subject and special awards. This event will be attended by parents, staff, and governors. There will also be a KS3 Celebration Evening towards the end of the summer term. This is where, attainment, effort, and progress across all subjects as well as pastoral awards, Open Academy awards and recognition for the Student Leadership Team will be celebrated. Parents, staff, and governors will be invited to celebrate with awarded students.

End of Year Celebration Activities

Each year group will have a celebratory activity or event in which students can participate in at the end if they are able to fulfil the criteria. Parents and students will be made aware of the criteria, and this will be regularly communicated to the students to allow them to monitor their progress towards the event or activity:

- Less than 15 behaviour points
- No Unauthorised Absences
- No anti-social behaviour points
- No Truancy's
- All Homework completed to an average score of 3 on the rubrics scale

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 Suspension with SLT
- Exclusion at an off-site alternative provision i.e. School or provider
- Fixed term Suspension

- 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.

Truancy

Students are expected to attend all lessons, on time. When this is not achieved on the first occasion, students will be expected to attend a truancy catch-up on a Friday evening to make up this time. If truancy occurs a second time in the day or week, students will be expected to complete one day in truancy reflection. This is one day between 10am-4pm.

1 Truancy = Automatic 60-minute truancy detention on Friday.

2+ Truancy = 10:00-16:00. Year team will contact home to arrange this with parents/carers.

Work will be provided by the students class teacher/Head of Faculty via Microsoft TEAMS or paper based resources.

Internal Suspension

When a student has persistently breached our positive behaviour policy, or has committed a serious breach, students may be expected to complete a set period of time in Internal Suspension. During this time, students are supported in learning and pastoral care, under the supervision of the Senior Leadership Team. This is in place of an External Suspension.

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 suspension or 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.

If we see it. If we hear it. You lose it

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 email address

Anti bullying

Please refer to the Anti-bullying Policy for our Anti-bullying strategy

POSITIVE BEHAVIOUR CULTURE POLICY

Behaviour Codes

Reminder	not meeting expectations	Dealt with at teacher/tutor level. Incidents in cover lesson will be referred back to the teacher and subject area 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
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	
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	
Serious Breach of our Rules Removal from lesson, 60-minute detention Removal to Time Out then consideration for SLT Internal Exclusion or suspension	Persistent Non-compliance / abusive language to staff Serious incident in lessons Serious one-off incident	SLT/HOY/AHOY
Serious Breach of our Rules 60-minute after school detention Removal to Time Out then consideration for SLT Internal Exclusion or suspension.	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, students 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 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 will:

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

If any of the above safety rules are broken by the student, they will be sent home immediately. By signing this agreement, you are giving us permission to do this even if we cannot contact you. In all cases we will endeavour to contact home before we send the student home. If this agreement is broken it may mean your child will not be allowed back in the academy and they will only have access through the virtual school.

Signed – Student Name.....Student Signature

Signed – (Parent/Carer) Date

Signed – Principal