



BEHAVIOUR FOR LEARNING POLICY

Outlines the procedures for dealing effectively with behaviour in the Academy to ensure ALL students are free to learn in a Safe and welcoming environment

November 2015-18

Behaviour for Learning and Progress Policy Rationale

Every Person Matters at Coritani Academy: this philosophy is at the heart of our success and is born out of respect for our Academy, its wider community and the respect we have for each other: it is central to our Academy policies, values and practices.

Fundamental to our Academy's behaviour policy is the right for all students to be safe, healthy and feel a sense of well-being. They have the right to enjoy and achieve their potential, and have the opportunity to make a positive contribution to the life of their Academy, its wider community and be recognised and celebrated for it. We believe that positive relationships and partnerships based on the highest level of mutual respect and understanding are the key to success for all members of our Academy community. We endeavour to ensure that all students can develop their talents and interests, across the ability spectrum, in a learning climate that gives all the opportunity to fulfil their potential. Our Academy is committed to inclusive education whereby students and colleagues alike are truly valued and are united in the pursuit of excellence.

Students' behaviour is influenced by various factors. Some of these have their source outside the Academy. Though we may have limited power to influence these, we can do much to help by understanding their effects, counselling and through individual support programmes. However, Academies have the capacity to influence and impact on student's behaviour in classrooms, around the Academy site and also off-site.

By working together, we believe we can create an Academy ethos which values caring, personal responsibility and hard work.

Absolute Consistencies for Staff

Managing behaviour is the responsibility of all Academy staff – teachers and TAs in the classroom, pastoral staff, mentors, and support staff on the site. The way in which we improve behaviour relies on our familiarity and understanding of the policy enabling us all to show consistency of practice. We need to encourage and guide students to make the right choices and take responsibility for their behaviour; good behaviour should be as important to them as it is to us.

All staff are expected to

- Familiarise themselves with and use the policy and procedures to support B4LP
- Have the same expectations of students and not only be consistent but, persistent in the following up of poor behaviour
- Respond in a calm, stepped approach to incidents of poor behaviour using de-escalation strategies and other behaviour management techniques to improve a student's behaviour before removing them from your lesson
- Plan interesting and engaging lessons which have differentiated tasks and challenge students to progress

- Engage with Restorative Practice in attempting to resolve behavioural issues which may impact on the progress and welfare of individuals and groups
- Model positive behaviours and work towards establishing positive
- Use the Classroom Code and have it displayed in all classrooms - Our Classroom Code says that all students:
 1. Have the right to learn and achieve
 2. Should arrive on time and bring the correct equipment
 3. Listen to each other
 4. Treat everyone else with respect
 5. Follow instructions carefully
 6. No Mobile phones in class
 7. Be honest and truthful
 8. Respect Academy property and the property of other people

A Proactive Stance

Behaviour management has to be pro-active if it is to be successful. Early intervention in a 'brewing' situation can usually resolve the issue. Allowing situations to escalate and the resulting behaviour then taking control only enables us to 'firefight'. Ignoring and believing an incident of poor behaviour is not your responsibility will not empower staff and will only encourage a repeat of the poor behaviour; the policy, procedures and staff are here to support you!

Students thrive on praise, they respond in a climate of positive encouragement and they understand clear boundaries and expectations. Students have a deep and unwavering sense of fairness and respond positively to consistency.

Responsible Behaviour

All staff at the Coritani Academy can ensure students behave responsibly by having a consistent approach to dealing with behaviour. The following responsible behaviours should be part of our everyday behaviours.

Teacher

- Be at the classroom before the students
- Greet students at the door
- Students to sit in groups to your prearranged seating plan
- Have a starter ready for students as they enter
- Remind students of classroom expectations every lesson – phones away no eating or drinking
- Plan differentiated lessons that challenge all students
- Create an environment that is friendly, warm, and exciting
- Control the classroom organisation and routines
- Praise positive behaviour including using Class Dojo
- Always issue a pass when allowing students to leave the classroom

- Give clear instructions and insist that students leave the classroom tidy. Dismiss the class calmly
- Have regular contact with parents for reward and concerns

All

- Praise positive behaviour
- Take responsibility for the area inside and immediately outside our working spaces
- In social areas/dining spaces and playgrounds and on corridors and stairs ensure instructions are clear, reasonable and carried out and challenge inappropriate behaviour
- In social areas/dining spaces and playgrounds and on corridors be a positive role model; Model what we want students to do
- Monitor corridors between lessons, pick up litter and tidy areas when out and about report any damage or spill

Behaviour for Learning and Progress. (B4LP)

Within the classroom misbehaviour distracts other students, interrupts the flow of the lesson and, when extreme, can bring the lesson to a halt. At its worst, it can poison the positive classroom climate we have worked so hard to create. Disrespectful and thoughtless behaviour around the site can be intimidating and corrosive to the caring and safe environment we all wish to work in.

We think that general misbehaviour can be addressed successfully through a consistent strategy, which we will all apply.

Students will know and understand the expectations we have for behaviour and the consequences if they do not meet our consistent expectations.

This system is deliberately inflexible. That is its strength. There should be no appeal, no 'moving the boundaries', not allowing some to 'get away with it'.

The following are NOT acceptable within the Academy

- Abusive behaviour towards staff or students
- Using Mobile Phones or listening to personal music during lessons
- Truancy
- Leaving the class without permission
- Refusing to work
- Swearing or inappropriate language
- Not completing Homework
- Chewing gum
- Eating in classrooms
- Physical Aggression
- Smoking
- Drugs/Alcohol

De-escalation

If a student's behaviour does not comply with the Coritani Academy expectations then members of staff should first use de-escalation techniques

- Always use a calm voice tone
- Speak individually to students on their level so that others cannot hear
- Refocus the student on work
- Use Cold call with students not paying attention or starting to drift
- Use Thank you not please when giving an instruction
- Remind the student of the expectation
- Remind the students of the attitude to learning grades
- Tell the student the consequences if they do not improve
- Give the student a red Dojo
- Move a student's seat

Any students who are persistently failing to meet expectations in lesson will be removed to work elsewhere.

Regular meetings are held between Academy staff. Any concerns can then be dealt with immediately. The students too are involved in regular discussions regarding matters of a behavioural nature via the Centre forum (student council).

Records of any incidents are kept in student files

Positive discipline is used with individual behaviour programmes as appropriate put in place following consultation with the student, parents/carers and Educational Psychologist.

Where a student persistently behaves inappropriately, the student will be interviewed individually and warned as to their future conduct.

Where this behaviour persists, a letter will be sent to the student and/or her parents/carers, informing them of the continued difficulty.

If the problem continues to persist, Statutory rules regarding formal exclusions will be brought into practice.

Physical restraint of students

The Coritani Academy have an agreed policy of no physical restraint other than as a last resort and also use isolation. All teaching staff have completed "Team Teach" training.

Complaints

Any student or parents who feels that they have grounds for complaint should in the first instance speak to the Head teacher.