



BEHAVIOUR FOR LEARNING POLICY

At St. Aldhelm's Academy we believe that good behaviour is essential for good learning and teaching to take place. We believe that each young person has the right to learn in an environment that is underpinned by the principles of Inclusion.

Learning should be fun. The teacher, when planning lessons, must take into consideration the learners' learning style and any other additional needs or requirements they may have or need, to maximise their learning experience.

All young people will be supported to develop effective learning skills through the Academy's 'Learning 2 learn/Learning 2 think' and 'Individual Learning Mentoring' programmes.

The fundamental principle underpinning this policy is unconditional respect. This combined with Rights, Responsibilities and Routines will produce good behaviour conducive to good learning.

The young people should:

- Feel safe
- Feel listened to
- Be treated with dignity and respect
- Be able to learn to the best of their ability
- Be valued as a member of the academy community

We also believe that all staff should be able to work in an environment where they:

- Feel safe
- Feel listened to
- Are treated with dignity and respect
- Are able to work to the best of their ability
- Are valued as members of the academy community

At St. Aldhelm's Academy we will reward positive behaviour and actively strive to raise self esteem and well being of each young person.

All members of our community will be treated with unconditional respect. Respect is not conditional on past experience or current behaviour but given because we are one community. The delivery of unconditional respect will not be easy and we will all fall below this high expectation at times. Despite this it will remain our ultimate goal and all our Rights, Responsibilities and Routines will be shaped to help us all deliver unconditional respect to those around us.

ROLES AND RESPONSIBILITIES

Poor behaviour can affect the safety and welfare of members of our community, the ability of the young people to learn and the teachers to teach. It cannot be tolerated.

Behaviour management is a whole academy responsibility and all the adults in the academy have specific roles and responsibilities pertaining to support learning.

Teachers should:

- Have clearly planned strategies for behaviour management in the classroom and use them consistently. These should reflect the needs of the young people.
- Meet the young people at the classroom door at the beginning of each lesson.
- Aim to resolve the situations as they arise in a professional manner.
- Ensure that each young person understands when they are being reprimanded; that it is their behaviour that is unacceptable not themselves.
- Make each day a fresh start.
- Ensure that the Cover Supervisors, Learning Support Assistants and Teaching Assistants have clear guidance and direction when supporting and covering lessons.

Support Staff should:

- Support the teacher in behaviour management
- Understand their responsibilities for behaviour management in the academy.
- Be aware of the members of staff to whom they should refer any behaviour issue that they feel unable to deal with themselves

Student Support Team should:

- Be available to respond promptly to any serious incident
- Ensure that they are aware of any young person whose behaviour may be affected by home or other circumstances and that they have shared this information with other personnel as necessary.
- Be proactive and intervene early to prevent behaviour issues escalating.
- Build positive relationships with the young people to foster trust and mutual respect.
- Provide direct support to individuals and groups of young people and signpost them to external agencies when necessary.

RULES AND RESPONSIBILITIES

The management of behaviour at the academy operates within a context of positive reinforcement of good behaviour. Within the framework there are different levels of rules. These rules are linked to expectations in the academy. Each teacher will have 4 to 6 positively framed agreements, which they plan with the young people.

These will focus on:

- Treatment of others (manners, respect etc)
- Communication (noise level, hands up etc)
- Learning (how to get help, use resources etc)
- Movement (entry and exit, walking around the class)
- Problem solving(how issues will be settled)

Whole Academy Rules

- Always arrive to the academy and lessons on time, in full uniform and with appropriate equipment. (see Uniform policy)
- Always show respect for people, property and the environment
- Put rubbish in the bin
- Always listen carefully to an adult and do as they ask
- Walk quietly around the Academy.
- Good manners are essential. Speak quietly and be considerate to everyone in the academy.
- Resolve problems and disputes calmly
- Do not use mobile phones or any other technology unless instructed to do so in line with the Uniform Policy. If a young person is seen with a mobile phone on or using any other electronic item eg music player, headphones etc the following opportunities will be given:
 - 1) Opportunity 1 to turn item off and put it away
 - 2) Opportunity 2 - Confiscated by class teacher until end of lesson
 - 3) Refusal to hand over phone at opportunity 2, referral to SIT for confiscation and to return only to parent/carer at end of day. SIT to contact parent/carer if young person still refuses to hand over item.
- No smoking on the academy site or when in uniform. Young people caught smoking will have it recorded on their behaviour file. The Incident Management Panel will apply a sanction which could include a fixed penalty fine. Parent/carer will be sent a letter informing them that their child has been caught smoking.
- Jewellery and make up should be in line with the uniform policy.
- No eating/drinking in corridors

Basic Classroom Rules

- The classroom is a learning environment that should be respected at all times.
- Stand outside the classroom and wait quietly to be invited in before entering.
- Always sit according to the seating plan
- Apply the best effort towards learning
- Be polite
- Be helpful
- Show respect for people, property and the environment.
- No eating
- Only drink water
- Put rubbish in the bin
- Each teacher should consult with the class to develop a set of rules specific to the 4 to 6 positively framed agreements
- All rules and agreements should be displayed in the classrooms.

Break Time Rules

- Always listen to an adult and do as they ask
- Be considerate and respect others in the recreational areas
- Be aware of the safety of yourself and others.
- Try to resolve conflicts and disputes calmly, and then talk to an adult if you need to.

- Respect the restricted zones
- Show respect for the environment and property
- Put rubbish in the bin
- No smoking
- No leaving the site

All incidents should be reported to the teacher or duty leader who will deal with and record the incident. The teacher or duty leader will consult with the Student Support team regarding appropriate action for serious incidents such as fights, bullying etc.

The Academy rules should be applied consistently

EXPECTATIONS

Everyone at the academy has a responsibility to contribute to the promotion of good behaviour. This should be done following the principles of the 3Rs.

1. Rights
2. Responsibilities
3. Rights

Rights

All members of our community have the right to:

- Feel safe
- Learn
- Achieve
- Be respected

Responsibilities

All members of our community have the responsibility to:

- Treat others with respect, unconditionally
- Support others in their learning
- Celebrate achievements

Young people are expected to:

- Respect each other and all adults
- Take care of the environment
- Follow all academy rules
- Apply maximum effort towards learning and achieving

Teachers are expected to:

- Read this policy and apply it in a calm and consistent way
- Plan for engaging lessons that are matched to the young people's needs
- Provide the young people with regular feedback on completed work/tasks and suggest strategies to further improve
- Have high expectations of all the young people
- Establish good relationships with the young people and their parents
- Take note of any individual circumstances and be aware of any specific needs a young person may have
- Listen to and treat all young people fairly
- Actively seek out good behaviour and praise the young people for it regularly

- Aim to praise young people more often than they are reprimanded
- Let parents know when their child is behaving well, as well as when the behaviour is unacceptable
- Promote social inclusion and community cohesion inside and outside the academy

All staff are expected to:

- Take a lead in the promotion of good behaviour through the promotion of the principles of 'Every Child Matters'
- Monitor and review behaviour around the academy
- Support the principles of inclusive education
- Update staff on a need to know basis regarding potential barriers towards a young person's learning and achievement

Parents are expected to:

- Familiarise themselves with the academy's ethos and policies
- Work in partnership with the academy to promote and reinforce positive behaviour, by supporting staff in respect to their behaviour management
- Inform the academy of any change in circumstances that may affect their child's behaviour
- Show an interest in all that their child does at the academy
- Encourage self discipline

RECOGNITION OF GOOD BEHAVIOUR

We acknowledge the importance of recognising appropriate behaviour and personal achievement and have a range of strategies to do so. Adults should recognise that young people respond differently to rewards so they need to be appropriate.

Good behaviour and achievement may be rewarded in the following ways:

- Praise – direct to the young person and their parent/carer by: letter, text message, call home
- Stars/stickers
- Attendance prize draw and end of year activity trip
- Time in the Games Room
- Permission to represent the Academy in sports, clubs and other activities
- Leavers Prom

CONSEQUENCES OF UNDESIRED CLASSROOM BEHAVIOUR

There will be circumstances when behaviour will be unacceptable and a hierarchical structure of consequences needs to be applied.

1. Classroom rule reminder
2. Opportunity 1 (to correct specified poor behaviour)
3. Opportunity 2 (move the young person to another seat or area of the work room/space)
4. Opportunity 3 (young person sent to work in a separate room for the remainder of the lesson and issued with a class teacher detention. Parents should be given a minimum of 24hours notice. Staff should always send written confirmation of the detention. All detentions should be recorded in their planner)

Failure to turn up to the detention should be referred to the Learning Zone Director who will issue a one hour after school detention

5. Informal chat with parent by class teacher
6. Contact parent to have a formal meeting
7. Request Learning Zone Director/House Manager intervention (temporary accommodating of the young person. Referral to the Student Focus Panel)
8. Young person has a permanent change of teacher
9. Student Support team intervention (Individual behaviour Plan, Pastoral Support Plan)
10. Internal exclusion or Fixed Term exclusion

Young people who arrive to the academy late within registration ie 8.30-8.45am without a valid reason (in the form of a note from the parent) will be recorded as late within registration for that day. After school detention will be issued for the following Tuesday by the House Managers for an accumulation of the time missed as a result of being late, no planner and/or incorrect uniform. The House Managers will be responsible for arranging and supervising the detentions. Young people failing to attend will be given one further opportunity to attend on the Thursday of that week and then will be referred to SLT for further sanction. Young people who arrive late after registration between 8.45 and 10.45am without a valid reason as above will be issued with an after school detention by the House Manager as above and a further detention by the class teacher whose lesson the young person was late for/missed to make up time missed. Young people who arrive after 10.45am without a valid reason as above will be issued with an after school detention with Student Intervention Team and will be referred to Assistant Intervention Manager (Attendance) in line with the Academy's Attendance Policy. The Information Office will inform parents when their child is late. Persistent lateness may result in the Academy either referring the young person to the Education Welfare Officer or the Academy issuing a warning letter to the parent. This is to ensure that this behaviour does not become a barrier to learning.

Young people who arrive to the academy without the correct uniform and/or equipment and without a valid reason (parent note) will be sanctioned as per the Uniform, Appearance and Equipment Policy and parents/carers will be contacted and expected to rectify the situation.

Young people who fail to successfully follow Consequences of Undesired Classroom Behaviour steps 1-7 will be interviewed by a member of the SLT and referred to the Restorative Justice Programme and/or be expected to turn up to Saturday morning detentions.

All staff are expected to follow these consequences consistently and record all actions on the young person's behaviour management file on the MIS.

Break Time

If a young person's behaviour during break time is causing concern the child should be reported to the duty leader who may send the young person to sit in the detention room to calm down. More serious incidents should be reported to the Student Support Team (Inclusion). The staff involved in the initial incident will record the misconduct.

Working with Parents/Carers

We believe that parents should have an active involvement in their child's education. The academy will actively seek to work with parents to make them aware of their child's progress in the academy. Aside from regular contact with the parents to ensure that young people are receiving regular praise for good behaviour, there may be times when it is necessary to involve parents when behaviour deteriorates and becomes a barrier to learning.

Incident Management Panel (IMP)

The IMP is a forum that consists of SSM and 3 AIM's. IMP meets at 9am every day to review every recorded incidents of young peoples' misconduct and collate a whole academy picture of individual and group activity. The IMP where necessary may increase a young person's sanction or direct Student Support Team resources to increase support for the young person.

Student Focus Panel (SFP)

The SFP is a forum that consists of the Student Support Manager, the Learning and Teaching Coordinator, a nominated Learning Zone Director and a nominated House Manager. They meet weekly to review current strategies employed to support the learning and teaching of individuals and groups of young people across the academy. Staff can refer to the SFP via the LZ Director or House Manager or by completing a referral form available from the SFP.

YOUNG PEOPLE WITH PERSISTENT EMOTIONAL AND BEHAVIOURAL DIFFICULTIES

If any young person persists with challenging behaviour, further steps will have to be taken to address the young person's needs and ensure the effective running of the academy in general.

The academy will make every effort to identify young people presenting with challenging behaviour as early as possible. Young people, who do not respond to normal academy policies, may require additional support and planning to meet their needs. In the first instance the academy's SFP will be consulted and the young person's progress discussed.

If a young person's behaviour continues to cause a concern, a system of monitoring will be put into place with appropriate intervention.

Only House Managers and SST can authorise a young person going on report.

All young people going on report must be reported to AIM-Inclusion.

Level of Concern	Type of Behaviour Plan	Monitoring
Behaviour continues to cause concern or is sent out of 5 lessons in a one week period	Stage one report (Monitoring)	Mentor
Fails to demonstrate progress at Stage one	Stage two report (Assessment) with incorporated Individual Education Plan (IEP)	Mentor SENCO
The young person's behaviour is such that they	Stage three report (Intervention) with	Student Support team

have failed to demonstrate progress at stage two or have received a number of internal or fixed term exclusions, or is considered at risk of permanent exclusion	incorporated pastoral Support Plan (PSP) Acceptable behaviour Contract	
Behaviour continues to cause significant concerns	Consult relevant agencies Complete CAF Application for statement of Special Educational Need Managed move Exclusion	Student Focus Panel
One off serious incident	Stage 3 report Distance learning Managed move Exclusion	IMP

- Young people on report must carry a weekly booklet (stage 1&2) or daily booklet (stage 3). The booklet must be issued by their Mentor/Caseworker at the beginning of each week or day. Mentors/Caseworkers must check the report cards each day and discuss areas of concern.
- Every teacher in charge of a lesson the young person attends must record a summary comment on the report card that provides information of the young person's progress. The teacher must sign the report card and also register a score on how the young person's behaviour supported their learning.
- A young person can be taken off report if they achieve 85 points in a one week period. Points are awarded each lesson and should be recorded on the report card according to the system outlined on the card. Young people failing to reach 85 points over a period of 6 weeks on one stage will be moved up to the next stage. Mentors should consult with the AIM Inclusion before moving them to Stage 3. Places on Stage 3 are limited as the Academy recognises that young people at this stage have more complex needs that may require ongoing long term support.

At every level, parents will be involved.

The academy will seek to involve external agencies at the earliest opportunity as soon as the strategies in the academy do not bring about the desired improvement. The academy has its own Parent Support Worker and all members of the team are trained in multi agency practice. The academy has its own multi agency suite to support this work.

EXCLUSIONS

Exclusion is the ultimate sanction that the academy can use. Exclusion will only be used for:

- In response to serious breaches of the behaviour policy, and,
- If allowing the young person to remain in the academy would seriously harm the education or welfare of the young person or others in the academy.

Only the Principal can exclude a young person. In the event of exclusion the Principal will follow the most up to date DCSF and Local Authority guidance.

There are 3 types of exclusion:

1. Internal exclusion
2. Fixed term exclusion. The Academy will provide onsite education for all young people from the 6th day of fixed term exclusion.
3. Permanent exclusion. A permanent exclusion will only be given for extreme behaviour and where the academy feels it can no longer meet the needs of the young person.

Young people who receive 16 days exclusion or more in a term or who are permanently excluded will be reviewed by the Governing Body's Exclusion Panel.

PHYSICAL RESTRAINT

There may be situations when it is deemed necessary for a member of staff to use reasonable force or control to restrain a young person. This will only be used in extreme circumstances. The Academy's Restraint Policy will be followed. Identified staff will receive training.

BEHAVIOUR RECORDING

- All behaviour that causes concern will be recorded in the young person's Behaviour Management file on the MIS.
- All communication with parents and professionals should be recorded on the MIS.
- CCTV will be secured if available.
- Young people will be invited to complete statements.
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MONITORING

The effectiveness of this policy will be monitored to ensure that it fulfils all of its requirements and that it is being implemented in a consistent way across the academy. This will be undertaken by:

- Lesson observations will include a statement as to whether the Behaviour for Learning policy was adhered to.
- Regular analysis of reported incidents of misconduct and exclusions by the Incident Management Panel, SLT, Learning and Teaching Coordinator, Learning Zone Director and House Managers.
- This policy will be reviewed annually by the Governing Body.

PROFESSIONAL DEVELOPMENT

Issues surrounding behaviour management will be addressed through the Academy's staff development programme.

This policy will be accessible to all parents through the website or on request at the academy. Parents will be invited to comment on its content. New parents will receive a copy when their child joins the Academy.

This policy should be read in conjunction with the following policies: Uniform, Anti Bullying, Restraint, Smoking, Teaching and learning and Special Educational Needs