

S4 STUDENT BEHAVIOUR POLICY

Last Reviewed: July 2009
Next Review: July 2010
Responsible: A. Hemmings

1. RATIONALE

At The Bushey Academy, we believe that the most effective teaching and learning takes place in a well-managed environment, one that is calm, happy and safe for the whole Academy community. Our ethos is founded on 'mutual respect and responsible behaviour'. The Behaviour for Learning Policy focuses on positive behaviour which supports learning and promotes, celebrates and rewards achievement. The purpose of this policy is to ensure that when behaviour problems occur, all staff, students and parents have a clear understanding of the procedures for dealing with problems.

2. AIMS

- 2.1. To promote the concept that the best learning opportunities occur in a positive and structured environment.
- 2.2. To promote consistently high expectations of positive behaviour and attitudes throughout the Academy.
- 2.3. To affirm that maintaining good behaviour within the Academy is the shared responsibility of every member of the community.
- 2.4. To raise students' self-esteem by the use of positive interaction.
- 2.5. To develop self-discipline amongst students and a sense of responsibility to others within the Academy community.
- 2.6. To establish clear guidelines of behaviour with appropriate rewards and sanctions which are clearly understood across the Academy.
- 2.7. To ensure that everyone has the right to be treated fairly and every child to be treated equally.
- 2.8. To encourage and enable all staff to resolve behavioural problems should they occur.
- 2.9. To create a caring, stimulating and secure environment in which everyone can operate safely.
- 2.10. To ensure the policy is fully understood and implemented consistently throughout the Academy, and is effectively monitored and evaluated.

3. OBJECTIVES

- 3.1. There is a clear understanding that everyone in the Academy has the right to be able to fulfil their potential and everyone has the responsibility to allow them to do so.
- 3.2. To create a learning environment which is characterised by respect, responsibility and co-operation with a focus on high standards.
- 3.3. Both objectives are in accordance with our Equal Opportunities and Race Equality Policies. This policy should also be read in conjunction with the Academy's Code of Conduct Policy.

4. PROMOTING POSITIVE BEHAVIOUR

4.1. There are many ways of trying to promote good behaviour. Two underlying principles are:

- a. Consistency amongst staff in implementing Academy policies and when dealing with individual students.
- b. Mutual respect through good relationships between students and staff.

4.2. *Ways of encouraging positive behaviour include:*

- Understanding that students are individuals;
- Ensuring the curriculum is appropriate for each individual student;
- Using a variety of teaching styles;
- Recognising achievement – regular use of praise.

We recognise that the sensitive use of reprimands and sanctions is an effective means of cutting short inappropriate behaviours and educating students towards more positive attitudes.

4.3. *We promote positive behaviour explicitly through:*

- Tutorial programme;
- Academic tutoring and mentoring;
- Assemblies;
- Rewards and sanctions system;
- Setting expectations and rules with students – for classrooms, around Academy and in the community;
- Use of student planner;
- Involvement of parents;
- Discussion with students – individuals and groups;
- Leading by example;
- Challenging anti-social behaviour consistently;
- Promoting expectations and rules – displayed in classrooms, student planners and the Academy Handbooks.

4.4. *We ensure positive behaviour by strategies including:*

- Providing an appropriate and stimulating curriculum;
- High quality of teaching and learning;
- Helping students to modify inappropriate behaviour through pastoral support and social inclusion;
- Following agreed procedures - being consistent;
- Target setting and use of, for example, Individual Education Plans, Pastoral Support Programmes;
- Taking collective responsibility for behaviour around the Academy;
- Induction of new staff and supply staff;
- Teaching appropriate behaviour to students and supporting colleagues.

5. REWARDS

5.1. As an Academy we are committed to promoting, celebrating and rewarding achievement. We recognise that our students possess a range of talents and abilities. We are therefore committed to recognising and rewarding effort and achievement at all levels.

5.2. At The Bushey Academy we reward students on both an individual level and as members of groups. There are many ways in which students are rewarded, e.g.

- Staff praise in planners and books.

- Credits, Commendations and Awards.
- Individual certificates.
- Written communication – letters to students and/or parents.
- Tutor Group certificates.
- House awards.
- Recognition of outstanding achievements.
- Visits and trips.
- Article in the Newsletter.
- Postcards Home.

We also recognise that one of the easiest and most effective ways of rewarding a student is the use of praise.

6. CONSEQUENCES AND SANCTIONS

- 6.1. There is an expectation that students will face consequences wherever their behaviour does not meet the required high standards. Any sanction should be appropriate and it is expected that behaviour will improve as a consequence.
- 6.2. When imposing sanctions we need to keep the above in mind. It is also important that we remember to:
 - Examine the behaviour and not criticise the student.
 - Use private rather than public reprimands wherever possible.
 - Be consistent when dealing with students and when implementing the Behaviour for Learning Policy.
- 6.3. It is also important that once a sanction has been imposed the student is made aware that the incident is over and they can make a fresh start.

7. DETENTIONS

Proposed simple system for after school detentions.

7.1. Weekly HoH detention (Tuesday)

Duration: 1 hour

- Generic paperwork for parents.
- Manned by HoH on a rota.
- Only relating to issues outside of lessons, e.g. uniform, lateness, incidents.
- DoL to attend within first 30 minutes of detention for awareness of issues / students.

7.2. Weekly zone detention (Thursday – if SLT held on Thursday, Mo/Sc/Hb to attend zone detention on route)

Duration: 1 hour

- Generic paperwork for parents.
- Manned by HoDs from within SLT zone on a rota.
- SLT line manager to attend within first 30 minutes of zone detention to ensure work has been TAKEN to the detention. If this is not the case SLT line manager to follow up with individual member of staff. Duty staff to inform relevant HoD.
- In the case of removed students having a zone detention the subject teacher involved must attend the beginning of the detention to TAKE WORK to the student. This is also an opportunity for a reflective conversation on the behaviour.
- In the case of the subject teacher not arriving with work, SLT line manager will find member of staff and HoD to secure work.

Non-attendance at a zone detention will result in a VP/P 1½ hour detention.

7.3. Weekly P/VP/AP detention (Friday)

Duration: 1½ hours

Subject work / Community Service?

8. SANCTION / EXCLUSION TABLE

Level	Description	Decision on exclusion	Possible staff involvement	Where?	What?
1	HoH internal exclusion	HoH	HoH e-portal	Booth (Min 1 day)	Parental contact. Report card 1 week.
2	1-3 day exclusion (<i>single or cumulative</i>)	P	HoH e-portal	Home	Re-integration mtg with parent and HoH, DoL or both. Report card 1 week.
3	3-5 day exclusion (<i>single or cumulative</i>)	P	IC Mgr/DoL/ HoH e-portal	Home	Re-integration mtg with parent and HoH, DoL or both. Report card 1 wk when returned to lessons (if parental no show = 1 wk IC). Released earlier if parent shows. SENCO to place on SA.
4	5 + days exclusion	P	VP/DoL/IC Mgr/Gov/ SENCO	Home	Re-integration mtg with parent, VP and governor. Phased return to lessons after extended IC. Instigation of a PSP. 6 th day provision SENCO to place on SA+.
5	Permanent exclusion	P	DoL HoH e-portal??	Home	

It is always the responsibility of the Head of House to record fixed term exclusions on e-portal.

9. SUMMARY

A positive approach and a focus on behaviour for learning will ensure that good behaviour is rewarded and inappropriate behaviour has consequences. Staff have the right to teach and students have the right to learn. We recognise that good order and high standards need to be worked towards. Our commitment to ensure that students thrive in our care and become successful, life long learners underpins all elements of this policy.

This policy will be subject to periodic review.