



BEHAVIOUR POLICY

MISSION STATEMENT

We are committed to high standards in all that we do.

We aim to provide a stimulating and caring environment where students feel happy and secure.

We encourage everyone to make the best of themselves and to achieve success.

AIMS

To ensure that the centre has a whole-school approach to meeting the needs of students by involving all staff in actively addressing the individual needs of the students in order to achieve their full potential.

Our aim is to encourage all students to:

- learn to develop an understanding of the ways in which their behaviour affects their own learning and the learning of other students.
- share in the creation of a positive and orderly atmosphere where teaching and learning can take place without interruption and where students feel valued, happy and safe.
- learn to control and take responsibility for their own behaviour.
- learn to develop a responsible, supportive and caring attitude towards other people and know that their behaviour has an impact on others.
- develop a respect for property and the environment in which we all work.

OBJECTIVES

We intend to:

- provide effective teaching and learning which supports and encourages students positive behaviour and attitudes to learning.
- provide Individual Education Plans or Pastoral Support Plans where appropriate to address individual behaviour needs.
- raise and develop staff awareness of individual behaviour needs.
- provide staff with strategies to meet individual behaviour needs.
- provide students with strategies and appropriate programmes to address their individual behaviour needs.
- provide a safe environment for students, staff and visitors through the clarification of expectations of roles, rights and responsibilities.

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PRINCIPLES

We aim to:

- value and promote good relationships between staff, students, parents and the community.
- encourage self-discipline and personal responsibility.
- assist students to develop social skills, to become responsible and well adjusted people willing and able to contribute to a caring society.
- assist with educational, vocational and personal guidance and counselling to enable students to make sensible and realistic choices.
- respect the views and beliefs of others.
- value equality of opportunity.
- encourage full attendance and punctuality.
- monitor progress and reward achievement.
- promote positive support and liaison with parents, carers and outside agencies.

PRACTICE

Code of Conduct for students:

- Everyone should behave in a manner which shows respect.
- Respect for others.
- Respect for EMVA.
- Respect for self.

PROCEDURES

We have certain expectations of our students. We expect our students to arrive at the centre and at their lessons on time. We expect them to follow their agreed timetable at all times and turn up to lessons with the appropriate equipment. We expect them to be wear suitable clothing as specified in the handbook. We expect them to behave in an appropriate manner and display a positive attitude towards their work.

We have clearly identified procedures in relation to whole school behaviour management in order to ensure:

- consistency and fairness.
- clarity of expectations of both staff and students.
- effective communication.

REWARDS

We consider the use of rewards as a key part of the behaviour management strategies used by the centre. All staff should aim to praise and encourage students at every opportunity. Rewards should be used consistently across the academy and by all staff. All students

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should have the opportunity to be rewarded for their contributions to the school community. Rewards for punctuality and attendance are given each term in the value of a voucher.

A reward can take many forms:

- spoken praise
- written praise, eg comment on work
- comments on report
- certificates
- positive contact with home, eg phone call, letter, postcards at KS4

Students have the ability to gain pledge points throughout the day and students with the most points are rewarded at the end of each half term.

Rewards are handed out, logged and monitored on a half termly basis.

DEALING WITH INAPPROPRIATE BEHAVIOUR

It is the responsibility of all staff to deal with inappropriate behaviour as part of their normal day-to-day practice, both in the classroom and around the school.

Sanctions

Although we would wish to view all aspects of school life in a very positive way, it would be unrealistic to expect that we do not need a set of sanctions in order to register disapproval of unacceptable behaviour and as a last resort to protect the necessary authority of teachers and the stability and security of the school community.

Sanctions may include:

- rebuke.
- asking students to move places.
- organised seating plans.
- removing a student from a lesson to discuss an incident.
- a short 'cooling off' time outside the classroom with the expectation that the student rejoins the lesson.
- making good damage and removing mess caused by the student.
- confiscation of articles from the student.

Serious disruption may require the involvement of the Managing Director/Programme Manager when appropriate. The student may be removed from the class and sent home with the permission of their main school and their parent/guardians. Serious behaviour will result in the student gaining a strike.

Three Strike Rule

Poor behaviour in the centre is not acceptable. To manage behaviour we have the Three Strike Rule.

If behaviour is extremely poor then you will be given an automatic strike and your parents and school will be informed. Behaviour that warrants an automatic strike includes (but is not exhaustive of):

- Physically assaulting another student or staff member
- Persistent Low Level behaviour resulting in a Level 6 of the behaviour Ladder
- The use of drugs during school hours including breaks or dinners
- Possession of drugs during school hours including breaks or dinners
- Verbal abuse towards staff members or students
- Bullying any other students or members of staff
- Any other inappropriate behaviour

If a student obtains a strike they will get an automatic exclusion and three strikes will result in the learner being referred back to school and the provision at EMVA will be terminated.

Parents/guardians will be informed of the strikes and meetings will be arranged on the second strike to draw up a behaviour contract with the student.

Reports

Student incident reports will be completed as incidents arise and will be logged on the incident database.

Tutors will record behaviour, attitude etc. on a daily basis, in the students individual planner. This is emailed to parents/guardian and schools on a Half Termly basis. The reports will detail issues of the day whether positive or negative. Any serious incidents will be reported to the school and parents/guardians.

Tutorials are carried out each half term to discuss progression of students and logged in the students ILP, both work and personal. Targets are then set for them to work towards. Targets are also set in the personal planners

Half Termly reports are sent to schools and parents with details of their child's behaviour, attendance, work rate and progression.

Reporting an Incident

Any incidents taken place in the classroom will be reported to the Managing Director/Programme Manager on a daily basis to allow them to make judgements regarding contacting schools and parents/guardians.

In the case of an incident taking place inside or out of the classroom an Incident Form should be completed by the relevant member of staff and filed with the daily student reports.

Detentions

Detentions may be set before or after school, at lunchtimes, on teacher INSET days and at weekends. For any period lasting longer than 15 minutes, written notice be given at least 24 hours in advance.

A 'Detention' exists to provide an additional sanction when students fail to respond to the rules of the centre.

These take place at the end of the day after school and are supervised by a member of staff. Parents/carers of the student are informed by letter.

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Time Out Room

A student can be placed in the Time Out Room if it is judged appropriate to place a student in isolation from his/her peers for a fixed period of time. The room is well monitored and accessible.

Students are expected to work in silence and give their phone to their teacher prior to entering the room.

Exclusions

The school endeavours to provide a range of provision in order to support the different learning needs of students and in order to ensure that where possible students are included within the school community. It may be necessary to exclude students who, despite high levels of support, encouragement and a range of provision, seriously violate the rules, or where the continued presence of the student is a serious threat to the safety and or learning of others.

Permanent exclusions will only be carried out when other strategies have failed or the incident is of a particularly serious nature. In all cases of exclusion, either fixed period or permanent, the school will work in line with DfE guidelines. The exclusion will be at the discretion of the Managing Director/Director. A re-admission meeting will be arranged for the student and his/her parents following any exclusion. This will be led by a senior member of staff, and will plan a way forward to help the student avoid similar behaviour in the future.

Substance abuse/dangerous weapons

All substances or dangerous weapons eg alcohol, solvents, drugs, weapons etc will be confiscated immediately and not returned to students. Relevant action will be taken in respect of the student which will be dependent on the nature of the substance/dangerous weapon and the action taken by the student.

Staff Authority

All classroom staff have the authority to operate all the school sanctions detailed above with the exceptions of 'time-out' and exclusions. All other adults working in the centre are part of our behaviour management systems and deserve equal respect from the students. Consequently all staff can make referrals for school sanctions through their Managing Director/Director or Programmes Manager.

LEVEL OF SANCTION

One off, minor incidents of disruption in lessons or inappropriate behaviour will normally attract sanctions such as a verbal rebuke, isolation for a short period or detention. More serious incidents of disruption or misbehaviour may well result in 'time-out' or exclusion. Unless there are very exceptional circumstances, any student verbally abusing, intimidating or assaulting a member of staff will be excluded. If a student repeats inappropriate behaviour or persistently disrupts others' learning the seriousness of the sanction will, under normal circumstances, increase.

EDUCATION AND INSPECTIONS ACT 2006

The Education and Inspections Act 2006 introduced new statutory powers for schools regarding behaviour and discipline. The new powers give any member of staff in lawful control of children the right to regulate students' conduct and impose sanctions. These powers can extend to students outside school when on school events, when travelling to and from school or when the students' behaviour seriously undermines the authority or reputation of the school.

Staff now have the legal right to confiscate articles from students, to search students for offensive weapons, to use reasonable forces of restraint, and can issue detentions. Further details of this Act can be found on the DfE website at www.dfes.gov.uk.

POLICE INVOLVEMENT

If the school has knowledge that an incident of a criminal nature has taken place either in school or at a school event, we will under normal circumstances contact the police at the earliest opportunity. CCTV footage of safety concerns obtained from buses and trams can be viewed by all staff.

COMPLAINTS PROCEDURE

The centre's complaints procedures are detailed in a separate policy. Copies can be obtained from the school office.

ADDITIONAL SUPPORT

There is a range of additional support facilities within school.

Teaching assistants

Teaching assistants are available at EMVA to support students in accessing the learning opportunities available to them. Where a student has behaviour difficulties they may receive additional support from a teaching assistant who will support them in managing their own behaviour. Teaching assistant support will either be through targeted support within lessons.

ALTERNATIVE PROGRAMMES

The centre works hard to provide an educational provision which meets the needs of individual students.

INDIVIDUAL PROGRAMMES

The centre has a range of staff who provide additional support for individual students in order to ensure they are supported in accessing school and being socially included. In response to this the academy has a social inclusion register which identifies students requiring additional support or individual programmes and identifies the additional support provided.

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CHILD PROTECTION /SOCIAL SERVICES INVOLVEMENT

The centre has a named person who is responsible for child protection. All child protection concerns are referred directly to the child protection officer who will take relevant action in line with child protection procedures. Contact with Social Services is made by the Designated Safeguarding Lead.

PARTNERSHIP WITH PARENTS

The centre aims to work in partnership with parents and recognises the value this partnership has in supporting the management of students' behaviour. The centre welcomes parents into school to support learning, to share in the achievements of students, for social purposes and to share in the problem solving in relation to students who are experiencing difficulties. The centre encourages staff to make contact with parents, if relevant, and this includes contact of a positive nature as well as when support is required in solving problems. All contact with home should be in line with school policy.

COMMUNICATION

The centre operates a staff briefing session daily and all information in relation to exclusions, serious incidents, etc, are identified at this session so that all staff are kept informed. This information is displayed on in the record book next to the phone in the office. All incidents in connection with behaviour must be recorded in line with centre procedure and copies of the documentation used by the centre are kept in the office.

The centre has meetings involving all staff on a monthly basis. Fortnightly meetings are held with the Managing Director/Director with each individual member of staff to discuss their programme. Daily records are made regarding any vital information regarding students using the record book.

STAFF DEVELOPMENT

Effective staff development in relation to behaviour management, both within a learning situation and within unstructured situations is key to long-term effective, consistent behaviour management within the school. The centre sees staff development in relation to behaviour management as one of the priority areas for development over the next few years.

All staff will access training in relation to behaviour management through a structured programme of behaviour management training built into INSET days and whole-school staff meetings. In addition to this there will be opportunities for some staff to access additional behaviour management training in response to their performance management requirements and identification of need through line management meetings and monitoring information. Staff development opportunities in relation to behaviour management and whole school systems will be built into the NQT training programme and school induction programmes.

BEHAVIOUR DIFFICULTIES WITHIN THE CLASSROOM

Behaviour within the classroom is first and foremost the responsibility of the subject teacher. When dealing with a behaviour issue within the classroom staff should aim to:

- not let the incident interfere with learning.
defuse the situation.
- ensure the students knows what they are doing wrong and what they need to do to remedy the situation.
- seek additional support if required from the Managing Director/Programme Manager.

Support Staff

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Support staff includes all staff who are involved in supporting students in effectively managing their behaviour. All support staff should ensure that they are aware of the needs of the individual students and the strategies identified to support effective behaviour management. Support staff should keep records, in line with school policy, in relation to the students they are supporting. A class profile is kept confidentially in the office detailing students behaviour.

All Staff

All staff are responsible for management of students' behaviour including management of behaviour in unstructured situations. All staff should carry out procedures in relation to behaviour management in respect of unstructured times of the day.

MONITORING AND EVALUATION

Behaviour needs within the school are closely monitored by the Managing Director/Director/Programmes Manager and Teachers. They will also be responsible for evaluating progress in relation to behaviour management on a termly basis.

The monitoring and evaluation of behaviour may consist of information collected from: rewards information.

- incident forms.
- exclusion data.
- lesson observations.
- observation of unstructured situations.
- discussions with students.
- Student daily reports.

EQUAL OPPORTUNITIES

The centre aims to ensure that equal opportunities are provided for all students. The behaviour management programmes and support aims to ensure that all students have equal opportunity to access the learning provision provided by the school. All behaviour data will be monitored to ensure that no specific group is disadvantaged in relation to access.

REVIEW OF THE POLICY

This policy will be reviewed regularly. All relevant parties will be involved in this review.