

	<u>BICESTER LEARNING ACADEMY TRUST</u> <u>POSITIVE BEHAVIOUR POLICY</u>		Written by: I Elkington – Headteacher (GFPS) E Osborn – SENCo (GFPS) R Hiscock – Assistant Headteacher (TCS)
	Applicable to: ALL STAFF & STUDENTS/PUPILS	Accountable Officers: Headteachers:- I Elkington (GFPS) B J Baxter (TCS)	<u>Date Adopted:</u> Spring Term 2017

Bicester Learning Academy (BLA) is a Multi-Academy Trust which incorporates The Cooper School (TCS) and Glory Farm Primary School (GFPS). It is a company limited by guarantee, registered in England and Wales with registered company number 09053713 and its registered address at Churchill Road, Bicester, Oxon, OX26 4RS.

RATIONALE

The rationale of this Policy is to state clearly the expectations of behaviour and general conduct that we have at The Bicester Learning Academy Trust (BLAT). The Policy is organised so that staff as well as parents and students can share in the behaviour management of the schools. The policy supports an ethos based on shared aims and mutual respect where boundaries are clearly defined and where the individual feels valued. The Policy reflects the fact that there are aspects of behaviour which can be taught and that in general the use of praise and the opportunities in the curriculum have a great effect on the motivation of students.

AIMS OF THE POLICY

- To ensure that all members of the school community including regular visitors to the school feel valued and secure thereby guaranteeing successful teaching and learning;
- To encourage appropriate behaviour between all members of the school community.

OBJECTIVES OF THE POLICY

- To promote good behaviour and discipline;
- To promote self esteem, self discipline, proper regard for authority and positive relationships based on mutual respect;
- To ensure fairness of treatment for all;
- To ensure consistency of response to both positive and negative behaviour;
- To promote appropriate intervention where necessary;
- To provide a safe environment free from disruption, violence, bullying, and any form of harassment;
- To encourage a positive relationship with parents and carers to develop a shared approach involving them in the implementation of the school's policies and procedures.

RESPONSIBILITIES IN RELATION TO THE POLICY

The Governing Board

- The Governors and Directors will work with the Headteacher and Staff to ensure that the safety and security of all students is of paramount concern;
- To ensure that this policy is included in the school prospectus;
- To ensure that the policy is put into practice effectively and kept up to date;
- To ensure that the safety and security of all students is of paramount concern.

The Headteacher

The Headteacher, the Senior Leadership Team and Pastoral Leaders

- Will lead the school in defining the aims of the school in relations to standards of behaviour;
- Will create conditions for establishing wide agreements for those standards and how they will be achieved; ensure support and guidance is available to all staff;
- Will ensure those standards are consistently and firmly applied;
- Will use assemblies/gatherings where appropriate to reinforce good positive behaviour and reward success;
- Report to Governors and Directors, when requested, on the effectiveness of the policy;
- To promote positive behaviour management and behaviour for learning, as introduced starting September 2016;
- To raise the expectations of all pupils /students in line with the behaviour policy gradings

Teaching Staff and Support Staff

- All teaching and support staff have a responsibility to ensure the principles of pupil/student expectations and rules are followed at all times;
- All teaching and support staff have a responsibility to ensure the appropriate and correct sanctions are imposed;
- The majority of minor incidents occur in the classroom and therefore should be dealt with by the class teacher in line with the sanctions pyramid;
- In cases where behaviour warrants action by escalating to more senior staff please see Appendices for school by school detailed procedures
- Consistency is the key – all staff have a responsibility to follow the Classroom procedures where appropriate ;
- Utilise as necessary the support and guidance which is available to all staff and students.

Sanctions

All pupils/students must be confronted with the unacceptable nature of their behaviour and sanctions should be imposed in order to encourage students to recognise their behaviour as unreasonable and unacceptable. All parents/carers of pupils/students, where interventions/sanctions become intensive are informed by staff and clear communication is established.

All staff should learn and practise a language of positive behaviour management when imposing sanctions that is easily understood by all pupils/students and offers them the chance to make a more appropriate choice.

Possibilities for putting things right and opportunities for making amends should be afforded to all students. Pupils/students should be given the time to reflect on the consequences of their behaviour for themselves and others.

Sanctions should follow a least to most intrusive hierarchy and at each point pupils/students should be made fully aware about where their behaviour might lead if they continue to make inappropriate choices.

The application of sanctions should focus on the behaviour and not the person.

Exclusions

Only the Headteacher can exclude a student. A decision to exclude should be taken only in response to a serious breach/persistent breaches of the schools' Positive Behaviour Policy. A range of alternative strategies should be adopted in advance of an exclusion wherever possible.

Before deciding to exclude a student a full incident report is required from the supervising member of staff and the student must be allowed to give their version of events. A summary of all previous interventions/alternative strategies and support for the pupils/students must be produced to ensure permanent/fixe exclusion is the best way forward for all stakeholders.

The Governing Board must establish a Bicester Learning Academy Pupil Discipline Committee; which is required to meet in specific circumstances, e.g. permanent exclusion.

Appendix 1: The Cooper School

Procedures for SLT (Senior Leadership Team) SLT Bleep and withdrawal from lessons

Withdrawal of students from lessons should only be used for those students whose behaviour seriously affects the learning of others and who refuse to do as asked.

Information on Student Support, Exclusions and Detentions

Student Support

This Behaviour Policy works from the starting point that we will do our utmost to enable students to behave well and perform effectively.

Sometimes additional support is needed to promote good behaviour and effective learning. The school has a range of outside agencies that it works with when supporting students in the area of learning and behaviour. These include:

- EBD Outreach Service – Northern House, Meadowbrook, other outreach services
- Educational Psychologist
- Police Liaison Officer
- Local companies (for extended work experience)
- Local training providers and FE Colleges (for work-related learning)

Students who do not respond to school actions and have had a series of fixed-term exclusions or may be at risk of permanent exclusion require a Pastoral Support Programme (PSP). This is a longer-term action plan. The PSP should be set up at a meeting with all relevant parties including the parents. Also needed is a Health and Safety risk assessment, a no names behaviour log with full details of sanctions, interventions and support. (TCS referral must be made to IYFAP (In Year Fair access Panel))

Exclusions

Any student who is excluded for even a short period should be officially re-admitted into the school. A re-integration meeting should be held at which the student, parents, Head of House and member of the School Leadership Team. A representative from the Governing Board will usually be present for longer fixed term exclusions.

Detentions

Detentions can be at break times, lunch times, or after school. Students should be given the opportunity to go to the toilet and have lunch appropriately. Written notification to parents is required for any detention that is held after the school day. This notification should give 24 hours warning and be communicated to the parents. Parents can be contacted by phones which negates the need for 24hours notice. All detentions should be kept on a central record or the student's file.

Positive Rewards

Achievement	Reward
Bronze house point booklet (100 points)	Bronze certificate & end of term non-uniform pass
Silver house point booklet (200 points)	Silver certificate & £2.50 canteen voucher
Gold house point booklet (300 points)	Gold certificate & £5 Amazon gift voucher
Platinum house point booklet (500 points)	Platinum certificate, end of term non-uniform pass & £5 Love2shop voucher
Excellent reports, presentations, effort, progress, homework, helping out at charity events & school events etc	Postcard & 10 house points added to Bromcom

LEVEL 1	<ul style="list-style-type: none"> Not in uniform (without a note) Persistent (3x): <ul style="list-style-type: none"> Failure to bring equipment - pen/pencil/book/kit Eating or chewing in class Lack of planner Slowness in preparing for lesson Wearing of jewellery / make up Use of mobile phone / electronic equipment Lateness to lesson (without a note) Lateness with or lack of homework Time wasting chatter Lack of work 	LUNCHTIME DETENTION
LEVEL 2	<ul style="list-style-type: none"> Missing a lunchtime detention Being bleeped from a lesson Rude or uncooperative attitude Disrupting the learning of others Refusing to comply with instructions Failure to complete extended pieces of work Inappropriate use of technology and social media 	AFTERSCHOOL DETENTION
LEVEL 3	<ul style="list-style-type: none"> Leaving a lesson or school without permission Smoking on or near the school site Sexist or racist comments heard Swearing or foul language heard Truancy Persistent non-compliance of the above Inappropriate use of technology and social media 	SLT AFTERSCHOOL DETENTION ON A THURSDAY
LEVEL 4	<ul style="list-style-type: none"> Missing an after school detention Minor vandalism or damage to equipment Bringing the school into disrepute Arguing with any member of staff Physical violence or aggression towards any person 	INTERNAL EXCLUSION ALL DAY INCLUDING ONE HOUR DETENTION AFTER SCHOOL
LEVEL 5	<ul style="list-style-type: none"> Swearing at a member of staff Substantial vandalism or damage to equipment Verbal or physical threats to any person Physical violence or aggression towards any person Bringing the school into disrepute Persistent or extreme defiance Accumulation of disruptive incidences 	EXTERNAL EXCLUSION

Appendix 2: Glory Farm Primary School

All Staff will:

- Give opportunities to develop interpersonal and social skills;
 - Offer a curriculum that enables pupils to engage;
 - Give the opportunity to work in groups;
 - Make sure that pupils listen and are listened to and value others;
 - Help pupils to gain the ability to make choices about their behaviour;
 - Help pupils to be confident about their learning and enjoy it;
 - Help pupils understand their rights and responsibilities as citizens in our society;
 - Be a positive role model;
 - Reward/praise positive behaviour;
 - Use the behaviour log when necessary;
 - Ensure the pupils in their class know the class and school rules;
- Follow the GFS visual behaviour policy consistently across all key stages/adapted behaviour policy for pupils with additional behaviour needs;
- Inform parents about their child's welfare or behaviour and, where necessary, work alongside parents;
 - Be aware of and understand their rights and responsibilities (see Appendix 2b);
 - Give opportunities for vulnerable pupils to attend Lucky Lunch Club and other such activities.

Pupils will:

- Respect and care for others;
- Listen to others;
- Learn/work co-operatively;
- Obey the school rules;
- Resolve disputes positively;
- Value and take responsibility of the environment;
- When necessary carry out self-monitoring;
- Be aware of and understand their rights and responsibilities (see Appendix 2b);
- Be aware of their own emotions and actions and take responsibility for these.

Parents, Carers and Families will:

- Support the school when reasonable sanctions to punish a child have been used;
- Promote positive behaviour at home in order to have continuity between home/school;
- Initially contact the class teacher if they have concerns about the way their child has been treated. If concerns remain, contact the Headteacher then if necessary the school governors.
- Initially contact the class teacher if they believe their child's behaviour, in or out of school, is impacting on the child's emotional well-being;
- Be aware of and understand their rights and responsibilities (see Appendix 2b).

Exclusions:

The headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour.

Any pupil who is excluded for even a short period should be officially re-admitted into the school. A re-integration meeting should be held at which the pupil, parents and Headteacher and a representative from the Governing Board will usually be present.

APPENDIX 2a - Rewards and Sanctions

Rewards:

To reinforce good work/learning, behaviour and attitude we use:

- Verbal praise;
- Headteacher's Award and Special Achievement Award (ongoing);
- Pupil's work is displayed throughout the school;
- Children sent to head teacher, senior leaders or other staff to show their work;
- Brick for the 5Rs;
- Dojos – an interactive individual reward system;
- Whole school cup for the best class team effort each week.

Sanctions:

Stage	Examples of Behaviour	Possible Sanctions	Comments
Stage 1	Swinging on chair Interrupting/calling out Losing concentration Running inside the school building Being in the wrong place at the wrong time. (e.g. In upper part of school during lunch break) Ignoring instructions Silly noises Pushing in line	Quiet reminder Non-verbal signals (e.g. Eye contact, pointing) Change of seating Name on board – after 3 warnings in a day move to stage 2	Often praising good behaviour (e.g. 'Thank you to all of you who are walking along the corridor sensibly.') has a positive effect on those not behaving.
Stage	Examples of Behaviour	Possible Sanctions	Comments
Stage 2	Persistent Stage 1 behaviour Rudeness Affecting other pupil's learning Inappropriate	Miss playtime either with class teacher or in sanction area Child may be sent to a member of the	Incidents to be recorded Headteacher to be informed of persistent offenders Parents informed

	<p>remark to other pupils</p> <p>Minor challenge to authority</p> <p>Damaging school's/pupil's property</p> <p>Leaving class without permission</p> <p>Harmful/offensive name calling</p>	Leadership team	if deemed necessary
Stage 3	<p>Persistent Stage 2 behaviour</p> <p>Persistent swearing</p> <p>Throwing objects with intent to harm</p> <p>Harming someone so they need medical help</p> <p>Continued or more serious cheek/challenge to authority</p> <p>Stealing</p> <p>Repeated refusal to do set task</p> <p>Highly offensive remarks to other children</p>	<p>Sent to the Headteacher</p> <p>Telephone call to inform parents</p> <p>Loss of playtimes /lunchtimes</p>	<p>Patterns of behaviour to be recorded and shared.</p> <p>Consider referring to outside agencies if necessary.</p> <p>Consider CAF and TAC</p>
Stage 4	<p>Persistent Stage 3 behaviour</p> <p>Bullying</p> <p>Fighting</p> <p>Racism</p> <p>Violence</p> <p>Very serious challenge to authority</p> <p>Leaving school without permission</p>	<p>Headteacher informed</p> <p>Meeting with parents</p> <p>Loss of playtimes and ban on representing the school and/or trips outside school</p> <p>fixed period Internal exclusion from lesson</p>	<p>Situation to be monitored and recorded by teachers and Headteacher</p>

Stage	Examples of Behaviour	Possible Sanctions	Comments
Stage 5	<p>Persistent Stage 4 behaviour</p> <p>Persistent verbal abuse to a member of staff</p> <p>Physical abuse to any member of staff/adult</p> <p>Malicious physical assault on another pupil</p>	<p>Exclusion for morning or afternoon to include a lunchtime – fixed period</p> <p>Exclusion for a fixed term</p> <p>Exclusion for a fixed term</p>	<p>Risk assessment for challenging behaviour will normally lead to a Positive Handling Plan.</p> <p>Any incidents of restraint, as a last resort, will be recorded in a Bound Book with numbered pages.</p>
Stage 6	Repeated Stage 5 behaviour	<p>Members', Directors' & Local Governing Body members Disciplinary Committee convened</p> <p>Permanent exclusion from school</p>	

All the above sanctions are put in place at the discretion of the Headteacher, and the context and child's needs will be fully taken into account when sanctions are applied.

Appendix 2b – Rights and Responsibilities

Staff

APPENDIX II - Rights and Responsibilities

Staff

Rights	Responsibilities
To be supported by peers and managers	To ask for support when needed To offer support to colleagues and managers
To be listened to To share opinions	To listen to others To give opinions in a constructive manner.
To be treated courteously by all others in the school community	To model courteous behaviour To recognise and acknowledge positive behaviour in others
To be made fully aware of the school's system/policies/expectations	To seek information and use lines of communication
To receive appropriate training to increase skills in behaviour management	To support others in developing their skills in promoting positive behaviour. To acknowledge areas of own behaviour management skills that could be developed To try/use and to evaluate new approaches

Pupils

Rights	Responsibilities
To be treated with respect	To behave respectfully to others
To be safe	To behave in a way that keeps others and self-safe
To learn	To be willing to learn To allow others to learn To attend school regularly
To make mistakes	To own mistakes and learn from them To allow others to make mistakes
To be listened to	To give opinions in a constructive manner To listen to others

Parents/Carers

Rights	Responsibilities
To be treated with respect	To behave respectfully towards others
To be kept informed about their child's progress	To talk to teachers if they have any concerns about their child's learning and wellbeing To talk to their child about what he/she

	does in school To ensure their child attends school regularly
To be listened to	To listen to others
To have access to information on the school's procedures for positive behaviour	To acknowledge/respond to information and share concerns
To have concerns taken seriously	To share concerns constructively

Policy/Procedure Title	Positive Behaviour Policy
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