



The Iffley Academy

Behaviour Policy

Reviewed
Date of review

September 2014
September 2017

Signed: Head of Establishment

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Chair of Governors

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Behaviour policy

Rationale

This document will be an aid to:

- Continuity of approach across the school
- New members of staff as they join the school
- School Parents and Governors
- Helping children achieve more: formerly described by the 5 ECM outcomes:
 - be healthy
 - stay safe
 - enjoy and achieve
 - make a positive contribution
 - achieve economic well-being

Introduction

The Iffley Academy approaches behaviour in a positive manner, which establishes mutual respect and places an emphasis on students taking responsibility for their behaviour and working restoratively to put things right. The rules by which the school operates are designed to ensure a safe and secure environment, respect for people and property, the efficient and smooth running of the school and high standards of behaviour and attendance.

Our aim is to create an environment where students may work purposefully and where relationships between staff and students and between the students themselves are based on mutual respect and tolerance.

Discipline within the school is based on making expectations clear to students, being fair and consistent, listening to each other and addressing any issues as they arise. All staff have a contribution to make in this area. Matters of attitude and behaviour are not somebody else's concern, they are everybody's business.

All students are expected to behave in a way which is respectful of other people and the school environment. Care, courtesy and consideration are underpinning elements of the school ethos. There are a brief set of rules which are made known to students when they come to the school and to which they should comply. A consistent approach to enforcing these rules should be adopted by *all* staff.

Our main aims are to create:

- A safer, more caring environment
- A more effective teaching and learning environment
- A greater commitment by everyone to taking the time to listen to one another
- A reduction in bullying and other interpersonal conflicts
- A greater awareness of the importance of connectedness to young people. The need to belong and feel valued by peers and significant adults
- Greater emphasis on responses to inappropriate behaviour that seek to reconnect, and not further disconnect, young people
- Reductions in fixed term and permanent exclusions
- A greater confidence in the staff team to deal with challenging situations
- An increased belief in the ability of young people to take responsibility for their choices, and more people giving them opportunities to do so
- Reward all students for their positive contributions to the school
- Encourage good behaviour and self respect in our students
- Promote self discipline among pupils whereby they are given opportunities to take responsibility for their own behaviour

Our behaviour policy and Anti-bullying policy ensures consistency across school. Behaviour is carefully monitored and we will contact parents at an early stage if we feel a pupil's actions are going beyond the bounds of acceptability. Working together at home and school can do a great deal to support our pupils.

The school has an Equalities Policy, which fulfils the requirements of legislation in this area. We will challenge and record discriminatory attitudes, behaviour and language and we will actively promote acceptance of diversity. We strive at all times to be an inclusive school.

We believe that:

- Students who feel that they are undervalued and unable to achieve are more likely to express their feelings through inappropriate behaviour
- Students who are given opportunities to succeed and have their achievements recognised and rewarded through praise tend to behave appropriately
- When students are treated inconsistently they become confused and are often unable to distinguish between appropriate and inappropriate behaviour
- Students who are treated in a consistently positive way are more likely to behave in a positive manner
- If the ethos of the school is positive and there is a culture of mutual respect, this will lead to students behaving appropriately and achieving higher standards of learning

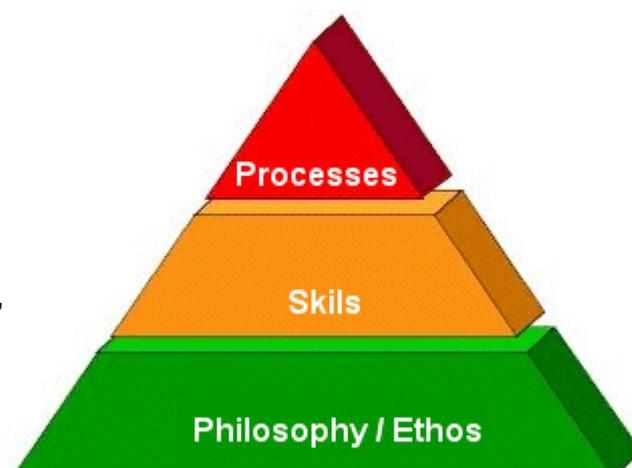
Restorative approaches

The Iffley Academy uses behaviour approaches that are based on restorative principles; these encourage an environment which promotes mutual respect, the development of good relationships and the need to take responsibility for one's own behaviour. We do not believe in issuing set sanctions in response to incidents that arise in school but believe in working together in a restorative way to identify agreed outcomes. These are decided by following the processes set out below.

Restorative Approaches are inspired by the philosophy and practices of Restorative Justice, which puts repairing harm done to relationships and people **over** and **above** the need for assigning blame and dispensing punishment.

Key values create an ethos of respect, inclusion, accountability and taking responsibility, commitment to relationships, impartiality, being non-judgemental, collaboration, empowerment and emotional articulacy.

Key skills include active listening, facilitating dialogue and problem-solving, listening to and expressing emotion and empowering others to take ownership of problems.



Restorative processes and practices include interventions when harm has happened, such as:

- restorative enquiry
- mediation
- community conferencing

There are also processes and practices that we use to help to prevent harm and conflict occurring and which build a sense of belonging, safety and social responsibility. These include:

- Circle Time
- Restorative Pedagogy; teachers modelling the values and skills and creating opportunities for their development amongst the students whatever the subject being taught

Restorative enquiry

This is the starting point for all restorative processes involving active non-judgmental listening. The process can be used with one person to help them reflect on a situation and find ways forward for themselves. It also useful before and during face-to-face meetings

Restorative discussion

This is used in a challenging situation, often between a more and less powerful person. Skills include expressing and listening for feelings and needs, and understanding why each has acted the way they have.

Mediation

This is useful when both X and Y believe the other person is the cause of the problem. The mediator remains impartial, and helps both sides to consider the problem as a shared one that needs a joint solution. This is sometimes offered by trained students, who act as peer mediators.

Victim/Wrongdoer mediation

This is useful when someone acknowledges they have caused harm to another person and both sides agree to see how the matter can be put right, with the help of an impartial mediator.

Using **Circles**, for team building and problem solving, enables a group to get to know each other and develop mutual respect, trust and concern.

Restorative conference

This involves those who have acknowledged causing harm meeting with those they have harmed; seeking to understand each other's perspective and coming to a mutual agreement which will repair the harm as much as possible. Often all sides bring supporters, who have usually been affected, and have something to say from a personal perspective.

The Learning Passport Reward System

The school has a reward system which is designed to promote self discipline in our children and encourage them to be responsible hardworking members of the school community.

Each student has their own Learning Passport which runs from Friday to Thursday. Students can earn up to 50 points throughout the day, 10 points for each lesson for their attitude and engagement in learning.

The following questions are asked at the end of each lesson:

- were you prepared and ready to learn?
- did you demonstrate learning in the lesson?
- did you show effort and perseverance?
- did you make a positive impact on the learning environment?
- can you self-assess how well you've done?

The points are used to earn star time on a Friday afternoon; star time is where the students have a choice from a number of activity clubs that they have chosen. The points are also put into our 'Superstar League' which replicates the football league; with students earning the highest amounts of points being placed in the Premiership and students with lower scores in League 1 or the Sunday League. Points are added up throughout the term and there are a number of activities planned at the end of every term on which the students can spend their points.

When a student does not earn enough points to take part in Star Time they have the opportunity to work alongside their class tutor reflecting on mistakes made during the week and identifying ways to put them right and or prevent them happening again. Certificates are awarded every Friday for the Star of the Week for each class, Star of the Week for the school, Promotion of the Week and Aces of the week. All students receive an award and are presented with a lanyard, displaying their photograph and the details of the award they have won, which they wear for the week in school.

Strategies for Reinforcing Good Behaviour in the classroom

Work is suitably prepared, including differentiated work and extension tasks for those students who need it

Our classrooms are set out appropriately, and that all teaching materials and equipment are ready for use

At the beginning of each academic year the class teacher, support staff and students should draw up a list of 'behaviours we like to see': these should form the basis of each class's Code of Conduct. These guidelines should be referred to regularly, both to prompt good behaviour and praise positives, including:

- Use the students' name
- Verbal praise should be given constantly to students who are presenting the correct attitude and effort to work towards their lesson objective and appropriate behaviour
- Regular, formative marking of work
- Achievable targets, differentiated work
- Making good use of the plenary, group discussion time (e.g. resolving incidents).
- Good teacher/pupil/parent relationships, contacting home when there are positive messages to give
- Teachers and support staff supporting each other and working as an effective team.

In and Around the School

- Clear and agreed procedures which operate before school starts, at break times and lunchtimes and at the end of the day
- Shared responsibility for the well being of all students in the school from the full staff team with positives reinforced by all and inappropriate behaviours addressed
- Work presentation assemblies
- Rewards Assembly every Friday
- Open evening for parents end of term prize giving assembly with Parents/Carers, Governors and members of the local community invited

Lunchtimes

The students eat in two sittings: 12:15 – 12:35 and 12:35 – 12:55. We expect:

- Students to approach the hall and wait in line quietly
- Students to enter the hall and take their seats sensibly
- All meals to be consumed at a table and with good table manners.
- Students to behave in a respectful way to one another and the staff on duty
- A member of staff to sit with every table to support family service
- Students taking turns to serve lunch and clear the lunch hall

Lunchtime Procedures

Expectations for behaviour at lunch time should be high at all times. Students who present inappropriate behaviour at lunchtime will take part in a restorative intervention.

General Expectation for behaviour in school

- Students will come to school on time, in school uniform and with a positive attitude to work.
- Only jewellery which the student council has decided and written into our school policy to be worn. Students will be asked to remove unsuitable jewellery.
- Students to think about how their language and behaviour affect others in school at all times.
- When pupils enter or leave school, it is to be done in a quiet and orderly fashion. This also applies when using the cloakrooms.
- Students to walk around the school showing consideration for others.
- Before school starts, and at break-times, students are expected to be in the playground or on the field. In the case of wet weather they will choose one of the several wet lunch activities on offer.
- Small toys/ electronic gadgets are to be kept for break-times only. The school will not be held responsible for any loss or damage. Toys seen at inappropriate times will be confiscated. Snacks may be eaten in the classrooms only in wet weather.
- The students to take pride in their school, and to respect the whole school including the grounds. The buildings and grounds should be treated with respect.
- Rough or potentially dangerous play will not be allowed. For similar reasons only small or plastic/foam balls may be used on the playground. Footballs may be used on the field, weather permitting.

Strategies for coping with Unacceptable Behaviour in the classroom

- Remind students of expected behaviour and rewards
- Use restorative enquiry
- Model the behaviour you expect
- Describe the effects of the behaviour rather than the behaviour itself
- Positively recognise and praise those who are behaving appropriately
- Use choice and consequence
- Use support staff to support the student 1:1

- Give plenty of 'take-up' time
- Move the student within classroom
- Time out within classroom (the student should have a clear understanding of this)
- Using the walkie talkie system, to enlist support for the student
- Removal for a short period for reflective time and restorative intervention
- Removal to the reflection room, as appropriate
- Use your Team teach tool box

Meeting the individual needs of students with behavioural needs

Students with Positive Handling Plans (PHPS) and Risk Assessments (RAs) have specific adult led strategies identified on them and these should be referred to by all staff working with these students. A copy of all current paperwork can be found in the Staff Area of the ICT Network and hard copies are found in the Behaviour file in the staff room.

It is the responsibility of all staff to ensure that they read the current paperwork for each student; they should sign and date a hard copy of the behaviour plans.

Out of Classroom

If the situation is not resolved by the procedures outlined above it may be necessary to refer the student to the Head of Pastoral Care or a member of the Senior Leadership Team (SLT). At an agreed time the student should return to their own classroom. It is important that pupils understand what they have done and how others have been affected and are clear about the behaviour that will be expected when they re-enter the classroom. The student will be supported by a member of the Pastoral Support Team if needed. If the student is in conflict with a member of staff in the class, that member of staff can be covered by the team so that they, the person involved, can work with the student to find a way forward.

Refer to the Head of Pastoral Care or the Head Teacher

1. If a student has an incident level 4 or above
2. Dangerous behaviours
3. Incidents requiring the use of physical interventions
4. Incidents where injury is sustained

Racial harassment of any kind will not be tolerated at The Iffley Academy and any incident of this nature will result in the Head Of Pastoral Care being informed immediately. It may then be necessary to inform parents.

Pupil Support Pastoral Support Workers (PSWs)

The Pupil Support service is available throughout the school day to support both students and adults with behaviour management, mediation and emotional support. Several PSWs are class based and work alongside teaching staff and teaching assistants to ensure students have the best support and opportunities to succeed in the class setting. Other members of the pastoral support team are on call to support both proactively and reactively to the day to day needs of the school. These staff are experienced practitioners with students with Behaviour Emotional and Social Difficulties (BESD) and Autistic Spectrum Condition (ASC) and are Team Teach trained to use and de escalation techniques and restrictive physical interventions as necessary. The principles of restorative justice have been adopted and differentiated to meet the needs of our school community with an aim to support pupils, staff and families in a number of ways; our primary concern is to help the rising number of students presenting high level emotional and behaviour needs to take responsibility for their behaviour using a restorative approach, and to equip our staff team to be able to work alongside the students giving them opportunities to put right the problems they may have caused. Our focus is for students to remain in class with their class adults and peers and repair the harm that may have been caused following an incident of poor behaviour. A database monitors the use of the service.

Additional support is given to students who have been referred to Pupil Support. Following the completion of a Risk Assessment and/or a Positive Handling Plan a support timetable with identified specific therapies and interventions, which will be offered to support the student in meeting specific targets. These include: social skills groups; anger management; counselling; mediation; extra teaching assistant time in class; art therapy and play therapy, Gallery sessions, and SEAL (Social and Emotional Aspects to Learning) groups. Home school links are made a high priority as supporting families and keeping them fully informed will better meet the needs of our students.

For pupils presenting regular high levels of BESD a clear referral system has been put into place, although there are certain measures and responsibilities that all staff should follow before pupils are referred to Pupil Support.

If possible, when a student is referred to Pupil Support, appropriate work should be sent, and the student should be accompanied to Pupil Support by an adult and an outline given as to the reason for the removal; in addition the outcome that the class teacher would like to work towards should be made clear at the point of referral. An appropriate level incident sheet must be completed and a feed back of the resolution or consequence should be fed back to the class teacher.

For pupils exhibiting persistent high levels of BESD a referral form should be completed by the class staff. The child will then be spoken to and involved with the concerns related to them and an individual behaviour plan can be implemented.

Staff Responsibilities

Within the classroom the teacher has responsibility for the behaviour management of the class. The teacher should refer to the class Code of Conduct, which was drawn up by the whole class, on display in every room and maintain these standards. Where duties are designated before school, at breaks or after school, the duty member of staff has responsibility for discipline within the area which has been defined.

All teachers have a responsibility to address breaches of discipline if these come to their attention at any time and in any place. In serious cases of poor discipline or where a serious offence has been committed, referral should be made immediately to a member of the Senior Leadership Team.

If any member of staff has reason to believe, either through observation or hearsay, that any student may have used or had access to drugs or alcohol, then the matter must be referred **immediately** to the Head of Pastoral Care.

Incident records

The school keeps a record of Incidents of inappropriate behaviour. Incidents that occur within the school day are logged on a database at the end of each school week.

Each incident is weighted depending on its severity. Our incidents range from a level 1 up to a level 5; with 1 being the lowest and 5 being the highest.

Incident sheets should only be written by the member of staff that observes an incident. The recording of incidents for each student is based on the individual. We feel that as each of our students has a wide range of different needs and requirements, the way in which we record their incidents should be as differentiated around their primary need. Due to this the incidents that are recorded are those outside of that particular student's 'normal' behaviours or behaviours that are risky and interfere with the delivery of teaching and learning.