



THE EAST MANCHESTER ACADEMY

BEHAVIOUR POLICY (Including Rewards & Sanctions)

Policy Name: Behaviour Policy

G Hutchence

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Draft 2	
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Introduction

The East Manchester Academy believes that pupils have the right to learn in a supportive, positive, ordered, caring and safe environment and that high standards of behaviour will allow this to occur.

The East Manchester Academy will provide a strong, stimulating and effective learning environment to encourage such behaviour, underpinned with effective school, community and home partnerships.

Strong leadership, outstanding teaching, shared vision, clear goals, a sense of community and professionalism amongst all staff will drive high expectations and aspirations for all pupils.

It is the responsibility of all people within the Academy to maintain a calm, caring and purposeful atmosphere. The Academy expects excellent behaviour, hard work and a culture of mutual respect. All staff will instill a right to learn in a hard working and respectful environment. Boundaries will be made explicit and there will be strong elements of consistent practice across all areas of the Academy. Our expectations and behaviour code will be firmly established from the outset, as outlined in the Home – Academy Agreement.

The East Manchester Academy believes that outstanding teaching, high expectations and the plentiful use of rewards will encourage pupils in their efforts and achievement. The Academy recognizes that securing the constructive engagement of pupils involves the planning of learning experiences that are relevant, engaging and appropriately differentiated and is an integral part of our behaviour policy.

We expect the highest standards of behaviour both during the day, when traveling to and from the Academy and when acting as Ambassadors.

The Academy recognises the importance of belonging to a Behaviour and Attendance Partnership as part of our responsibility to promote the interests of the children in our care and those in the wider community. The Academy will also work within the Safer School Partnership.

Purpose:

The purpose of this Policy is to:

- have clear expectations of good behaviour and conduct
- encourage best practice on the part of staff in developing and maintaining good behaviour amongst pupils

- encourage and promote good behaviour
- promote a positive atmosphere in and around the Academy based on a sense of community and shared values
- develop opportunities for pupils to take responsibilities for themselves and others and to become involved in the running of the Academy
- maintain a healthy balance between rewards and sanctions
- ensure parental / carer involvement and support in maintaining standards as part of the partnership between the Academy, pupil and home
- tackle instances of unacceptable behaviour in a firm, consistent, appropriate and clear manner, separating the behaviour from the child
- ensure that a secure record is kept of serious sanctions imposed on pupils.

Overall the policy will:

- foster the ideals of hard work and individual standards of excellence
- promote self discipline, respect for self and others, and a sense of responsibility
- foster a pupil's independence of thought and actions
- ensure the health and safety of all members of the Academy community
- encourage the role of pupils as ambassadors for the Academy
- enhance a pupil's trust, dignity and loyalty to the Academy

In order to realise these expectations, we do not expect any individual to be bullied or harassed by any member of the Academy community on the grounds of race, gender, ability or any other differences.

The Academy adheres to advice as outlined in the Steer Report 2009 and recognises that Learning, teaching and behaviour are inseparable issues for all schools and that consistent high quality learning and teaching practice promotes pupil engagement and good standards of behaviour. The Academy's Behaviour Policy further builds on the core and essential elements and recommendations arising from the Practitioners' Group on School Behaviour and Discipline. (October 2005) It further adheres to the Rights and Responsibilities of Schools, Pupils and Parents in ensuring an orderly climate of learning (Appendix 1).

The Academy has a staff no shouting policy and On Site: Safe and Secure policy.

The Academy believes:

The quality of learning, teaching and behaviour in schools are inseparable issues, and the responsibility of all staff.

Poor behaviour cannot be tolerated as it is a denial of the right of a pupil to learn and the teacher to teach.

Preventative action is most effective, but where this fails, there must be clear, firm and intelligent strategies in place to help pupils manage their behaviour;

There must be consistency in implementing good practice in learning, teaching and behaviour management.

Respect has to be given in order to be received. Parents and carers, pupils and staff all need to operate in a culture of mutual regard

The support of parents /carers is essential for the maintenance of good behaviour. Parents /carers, pupils and the Academy each need to have a clear understanding of their rights and responsibilities.

Good behaviour is the responsibility of all staff and pupils.

As an Academy all staff will

- Fulfil the Home-Academy Partnership between pupils, staff and parents /carers
- Act in a calm manner, not shout or lose self control
- Respect, know, value and support all pupils as individuals
- Show appreciation of the efforts and contribution of all.
- Provide a caring and effective learning environment
- Place an emphasis on positive actions and rewards
- Promote, through example, honesty and courtesy.
- Encourage relationships based on kindness, respect and understanding of the needs of others.
- Ensure fair treatment for all regardless of age, gender, sexuality, race, ability and disability etc or any other difference. (See Appendix 2)
- Adhere to the Behaviour Management Policy and Procedures (See Appendices 3-6)

All pupils are expected to:

- Recognise everyone's right to learn and enjoy Academy life
- Acknowledge the authority of all staff

- Respect other pupils and their property
- Behave in a manner which assures the safety and welfare of all members of the Academy community
- Show concern for the Academy environment
- Fulfil the Home-Academy Partnership between pupils, staff and home.

The named Vice Principal will ensure that good behaviour and pastoral / inclusion issues are addressed within the schedule of CPD of all staff.

Members of the Strategic Leadership Team will be highly visible and support all colleagues in their work and pupils in their learning to maintain high standards of pupil behaviour. Pupils will be removed from the classroom or learning area in the event of disruption and dealt with appropriately.

Behaviour and discipline will also be addressed through Pupil Progress Meetings with the Area Leaders and the Strategic Leadership Team who will liaise regularly with the Pupil Support Manager, Inclusion staff and parents /carers. The SENCo will liaise with, and coordinate, any external support services as necessary.

Assemblies and PSHE are seen as key channels for promoting and maintaining an ethos of corporate responsibility, consideration of the individual and moral values. The Academy's PSHE and Citizenship programmes will reinforce positive values amongst pupils focusing on such topics as relationships, self esteem, respect for self and other, working collaboratively etc.

The Academy recognises the importance of parental /carer involvement and will endeavour to maintain regular contact with parents /carers to celebrate good behaviour as well as inform on any poor conduct.

Links with the Community

The Academy aims to instil a sense of citizenship, community, and belonging within all of its pupils, and as such gives a high priority to the way that its pupils conduct themselves within the local neighbourhood. The aim is that pupils behave in a way that will make people positive about, and proud that The East Manchester Academy is part of their community.

Rewards

Emphasis should be on rewards and recognition to reinforce good behaviour. Rewards and recognition have a motivational role, helping pupils to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to

individuals and groups. Praise can be earned by the maintenance of good standards as well as particularly noteworthy achievements. Pupils can be rewarded in the following ways:

- Verbal praise, in a variety of contexts.
- Collective or individual praise in assemblies
- The obtaining of points for achievement, attendance and participation
- Written or verbal communication with home praising high standards of behaviour.
- End of term/year outings, which reward high standards, including behaviour.

Pupils will be rewarded for achievement, attendance and participation. The main areas will focus on Academic, Sport, Built Environment and Design, Expressive and Performing Arts, and Leadership and Citizenship activities. Effective reward systems linked to performance across such areas will do much to promote pupil engagement and good behaviour.

The pupil reward system involving a credit system with house points, certificates and earned rewards will operate across all key stages. This is supplemented by Learning Area awards such as 'praise postcards' etc. Home contact to praise good behaviour and achievement, often valued highly by parents /carers, will be used as a regular form of praise for each Learning Area.

Praise and rewards will be for an individual pupil, whole class or year group. The Academy will work to strike the right balance between rewarding pupils with consistently good behaviour and those achieving substantial improvement in their behaviour. Rewards given will be recorded centrally and communicated to the relevant Director of Learning, form tutor and parents /carers.

Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a strong need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the Academy community (See Appendix 4). The East Manchester Academy will use a staged behaviour procedure as outlined in Appendix 5. Sanctions will be used sparingly and only after the pupil has been warned as to the consequences of their behaviour. Staff will use de-escalation techniques to defuse situations wherever possible.

Sanctions used for more serious misdemeanors will be recorded centrally and communicated to the relevant Director of Learning, form tutor, inclusion staff and parents /carers.

Sanctions used will at all times be reasonable and proportionate to the circumstances of the case. It must be clear why the sanction is being applied and what changes in behaviour are required to avoid future punishments. Sanctions have three main purposes, namely to:

- impress on the pupil that what he or she has done is unacceptable
- deter the pupil from repeating that behaviour
- signal to other pupils that the behaviour is unacceptable and deter them from doing it.

Sanctions may include the following:

- Expressions of disapproval.
- Removal from the lesson or peer group
- Withdrawal of privileges.
- Detention.
- Referral to Form Tutor, Curriculum Leader, Pupil Support Manager, Vice Principal or Principal depending on the nature and severity of the misbehaviour.
- Letter or phone call to parents/carers.
- Placing on a Daily Behaviour Report Card
- Exclusion from the Academy (Principal's decision only).
- Referral to the Academy's Governing Body.

Where antisocial, disruptive or aggressive behaviour is frequent and recurs and these sanctions have not brought about any improvement, it may be necessary to refer pupils to other agencies (i.e. Educational or Clinical Psychologist) to receive specialist help.

All staff are expected to follow the formal Behaviour Management procedure when dealing with misbehaviour around the Academy and in lessons (see Appendix 5). Staff will need to apply sanctions consistently and fairly. Sanctions are more likely to promote positive behaviour if pupils see them as fair. (Refer to guidelines to staff for implementing the school's behaviour policy: Appendix 3)

Only in very serious cases will fixed term exclusion or, in extreme cases, permanent exclusion be used.

- A one-off offence should not normally lead to permanent exclusion. However, in exceptional circumstances it may be appropriate to permanently exclude for a first or one-off offence. These circumstances may include:

- Serious actual or threatened violence against another pupil, member of staff or Academy visitor
- Sexual abuse or assault (which includes touching through the clothing without consent)
- Bringing into the Academy or carrying a weapon. This includes knives, sharp objects (or any other item that is considered dangerous or can be used in a harmful way) guns etc.
- Serious intentional damage to property
- Seriously endangering the health and safety of self and others
- Persistent use and/or supply of alcohol or drugs (following previous exclusion).
- Persistent deviance and disruption to learning

NB

- After hours detention will be communicated to parents /carers in writing and given at least 24 hours notice. Transport concerns will be taken into consideration and alternatives considered before a detention is given but will not automatically stop a detention from taking place.
- Under The Violent Crime Reduction Act 2006, it is lawful for certain school staff (Principal or Vice Principals in the Academy will be the only staff sanctioned) to search pupils for knives or other weapons. However, if it is felt necessary for a pupil to be searched for illegal drugs or stolen property this should be done by the police using the appropriate powers available to them.
- Confiscation can now be legally used if applied in a reasonable and proportionate way and is part of the lawful disciplinary penalty. The Academy will keep records on confiscated items and store them safely particularly if they are of monetary or emotional value.

Behaviour and SEN

The Academy will take account of a range of individual pupil needs when further developing and implementing this behaviour policy. Although not all pupils with a special educational will have behaviour difficulties, some will and The Academy will make special educational provision for pupils whose behaviour-related learning difficulties call for it to be made (see Appendix 2)

The Academy recognises the importance of ensuring appropriate support for pupils with SEN to enable them to succeed, including action to address any behavioural difficulties. Where the needs of pupils are not addressed at an early stage, frustration, alienation and poor behaviour can result.

The links between behavioural standards and SEN/disabilities are intricate and profound. For most children who display poor behaviour, this is a temporary problem which can relate to their home circumstances and the effectiveness of learning, teaching and behaviour strategies within the school. Their behaviour problems can often be resolved with early and effective intervention to keep them engaged with learning and school staff can be very effective in doing this. For a small minority of children the degree of special educational need, or disability may be such that intensive support, or even alternative provision is required. Whatever the cause of the individual behaviour problem, successful intervention requires intelligent, caring action on behalf of the school and the external support agencies and which relates to individual need.

The Academy will ensure that Pastoral Support Programmes are utilized effectively, bringing together the expertise of relevant agencies and involve the parent /carer and the child, in order to prevent subsequent problems and eventual exclusion.

Evaluation

The Academy will monitor and evaluate distribution of rewards and sanctions by age, ethnicity, gender, special educational needs (SEN) and disability. A report on Behaviour will be prepared for the Governing Body each term

Behaviour management will be under constant review throughout the Academy on a class and individual basis.

This policy will be formally reviewed by the Governing Body every year.

Policy Links

PSHCE
Safeguarding
Inclusion / SEN
Teaching and Learning
Confidentiality
Bullying
Equal Opportunities
Food Policy

Monitoring, Evaluation and Review

The Trust Board will review this policy at least every two years and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Academy.

Adopted by the TEMA On

Chair of Academies Trust Board

Principal

Review date

Appendix 1

THE RIGHTS AND RESPONSIBILITIES OF SCHOOLS, PUPILS AND PARENTS IN ENSURING AN ORDERLY CLIMATE OF LEARNING

SCHOOLS	
Rights	Responsibilities
<ul style="list-style-type: none"> • To enforce their school behaviour policy – including rules and disciplinary measures. • To expect pupils and parents' cooperation in maintaining an orderly climate of learning. • To expect pupils to respect the rights of other pupils and adults in the school. • Not to tolerate abusive or violent behaviour by pupils or parents. • To be clear about the limits of staff members' disciplinary authority and to engage outside partners, such as children's services and police as appropriate. 	<ul style="list-style-type: none"> • To ensure the whole school community is consulted about the principles of the school behaviour policy. • To establish and communicate clearly measures to ensure good order, respect and discipline. • To cooperate and agree appropriate protocols with other schools in the local school partnership for behaviour and persistent truancy. • To ensure that staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies. • To support, praise and as appropriate reward pupils' good behaviour. • To apply sanctions fairly, proportionately and reasonably – taking account of SEN, disability and the needs of vulnerable children and offering support as appropriate. • To make alternative provision from day 6 for fixed period excluded pupils, and where appropriate to arrange reintegration interviews for parents at the end of a fixed period exclusion. • To ensure pupil safety and well-being including preventing bullying and dealing effectively with reports and complaints about bullying. • To ensure that staff model good behaviour and never denigrate pupils or colleagues. • To promote positive behaviour through active development of pupils' social, emotional and behavioural skills. • To use appropriate methods of engaging parents and to support them in meeting their parental responsibilities.

PUPILS	
<i>Rights</i>	Responsibilities
<ul style="list-style-type: none"> • To contribute to discussions on the school behaviour policy. • To be taught in environments that are safe, conducive to learning and free from disruption. • To expect appropriate action from school staff to tackle any incidents of bullying, violence, discrimination or harassment. 	<ul style="list-style-type: none"> • To follow reasonable instructions by school staff, obey school rules and accept sanctions in an appropriate way. • To act as positive ambassadors for the school when off school premises. • Not to bring inappropriate or unlawful items to school. • To show respect to school staff, fellow pupils, school property and the school environment. • Never to denigrate, harm or bully other pupils or staff. • To cooperate with and abide by any arrangements put in place to support their behaviour such as Pastoral Support Programmes or Parenting /Carer Contracts.

PARENTS / CARERS	
Rights	Responsibilities
<ul style="list-style-type: none"> • To contribute to the development of the school behaviour policy. • To expect their children to be safe, secure and respected in school. • To appeal to the head teacher / governors, and beyond that to the Secretary of State, if they believe that the school has exercised its disciplinary authority unreasonably. • To be kept informed about their child's progress, including issues relating to their behaviour. • To be listened to when complaining about the way the school has handled an issue and to receive a fair and prompt response. • To appeal against a decision to exclude their child, first to the governing body of the school and then – in cases of permanent exclusion – to an independent appeal panel. 	<ul style="list-style-type: none"> • To respect the school's behaviour policy and the disciplinary authority of school staff. • To help ensure that their child follows reasonable instructions by school staff and adheres to school rules. • To send their child to school punctually every day, suitably clothed, fed and rested. • To ensure staff are aware of any SEN-related or other personal factors which may result in their child displaying behaviours outside the norm. • To be prepared to work with the school to support their child's positive behaviour. • To attend meetings with the Principal / other staff, if requested, to discuss their child's behaviour. • To adhere to the terms of any Parenting Contract or Order relating to their child's behaviour. • If their child is excluded from the school, to

	<p>ensure the child is not found unsupervised in a public place during school hours in the first five days of exclusion and, if invited, to attend a reintegration interview with the school at the end of a fixed period exclusion.</p>
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Appendix 2

Individual needs

The following are examples of situations which the Academy would wish to avoid. They illustrate the importance of sensitivity to individual needs.

- A pupil is admonished for failure to follow a long and complicated instruction given by an adult, but the pupil has speech and language difficulties and cannot process complex language.
- A pupil is put in detention because he would not look at his teacher when being told off. The teacher interpreted this as disobedience and disrespect, but in this pupil's culture it is considered disrespectful to look an adult in the eye.
- A looked-after pupil is sent out of class after an emotional outburst. The night before, she had been told by her social worker that her foster family could no longer keep her and that she would shortly be moving to another family and school.
- A pupil on the autistic spectrum is disciplined for making personal comments about an adult's appearance. The pupil has no sense that such comments can be hurtful and should be avoided.
- A refugee pupil dives under the desk at a sudden noise that reminds him of a terrifying event in his past. Other pupils laugh and the teacher, thinking he is playing the clown, requires him to miss the first ten minutes of his break time.
- A Gypsy / Roma child is put on report for speaking in a seemingly over-familiar way to a teacher, when he had no intention of being rude but was simply using the language considered appropriate in his culture.

Appendix 3

Guidelines to staff for implementing the school's behaviour policy

- Never shout or lose self control
- make clear they are dealing with the behaviour, rather than stigmatising the person
- avoid early escalation to severe sanctions, reserving them for the most serious or persistent misbehaviour
- avoid sanctions becoming cumulative and automatic (sanctions should always take account of individual needs, age and understanding)
- avoid whole-group sanctions that punish the innocent as well as the guilty
- wherever possible, use sanctions that are a logical consequence of the pupil's inappropriate behaviour (for example, if work is not finished in class the teacher might make the pupil stay behind at break-time to finish it off)
- use sanctions to help the pupil and others to learn from mistakes, and recognise how they can improve their behaviour (i.e. a learning outcome)
- when appropriate, use sanctions to put right harm caused
- never issue a sanction that is humiliating or degrading
- use sanctions in a calm and controlled manner
- ensure that sanctions are seen as inevitable and consistent (pupils should know that a sanction, when mentioned, will be used)

Staff should attempt to link the concept of sanctions to the concept of choice, so that pupils see the connection between their own behaviour, and its impact on themselves and others, and so increasingly take responsibility for their own behaviour.

Appendix 4

Rules Summary

Formal Disciplinary action will be taken against pupils who

- bring any offence materials or weapons on to the Academy site
- smoke on the Academy premises, or are found in possession of cigarettes or any illegal substances / drugs on the Academy premises, or who smoke or use any illegal substances / drugs in any public place while wearing any item of Academy uniform, or who abuse any substances / drugs whatsoever.
- bring alcoholic drink into the Academy, or who consume alcohol while on Academy premises, or who do so in a public place whilst wearing any item of Academy uniform.
- engage in fighting, or other aggressive, threatening, or intimidating behaviour within and around the Academy.
- engage in serious verbal abuse of any member of the Academy community.
- sexual assault
- engage in persistent bullying
- endanger the health safety of self or others
- engage persistent disruption and defiance

Academy Rules

- Bullying is not tolerated within the Academy. Any instances of bullying will be dealt with severely.
- Basic equipment including pens, pencils, ruler, eraser, calculator, and coloured pencils are needed for every lesson. A bag (not plastic) should be brought each day to carry essential equipment.
- Homework / Coursework is an essential part of succeeding at the Academy and should be handed in on time.
- All property should be respected, and graffiti is not allowed in any circumstances.
- All textbooks, library books, and other Academy resources must be returned immediately upon request.
- Chewing gum must not be brought into the Academy, or used in the Academy.
- Sweets, high fat food, salted snacks, fizzy or high caffeine content drinks are not allowed on site in accordance with the Academy's Food Policy
- Leave of absence except in illness or emergency: Pupils may not be absent without permission from the Principal or Vice Principal. A pupil who has been absent must bring a note stating the dates and cause of his / her absence. If leave of absence is desired for some special reason, permission must be asked from the Principal in advance.
- Parent(s)/carer(s) should contact the Academy before 9.00am on the first morning of absence in order to reduce unexplained absence and unnecessary concern. Pupils must bring a note of explanation to their Form Tutor, giving dates and reasons for their period of absence upon the day of their return, written and signed by their parent(s)/carer(s).

- No pupil in Year 7 to Year 11 may leave the premises for any reason during normal Academy hours without the permission of a member of the Strategic Leadership Team or Pupil Support Manager. No Sixth Form student may leave the premises before 12 noon without permission.
- Regulation uniform is obligatory for Year 7 to Year 13. Please refer to the Uniform Policy for further details.
- No overt make-up, nail varnish or acrylic nails may be worn by pupils in Year 7 to Year 11. Shoes should not have heels exceeding 3 cm (1.5 inches) in height for health and safety reasons. Training sports shoes are not acceptable as Academy uniform and are only allowed in P.E. lessons.
- Outdoor clothing must be removed once inside the building. The wearing of hats, caps or hoods are not allowed inside The East Manchester Academy.
- No jewellery, unless for a stated medical reason may be worn. Pupils may wear a pair of stud earrings and a watch. A necklace for religious purpose is acceptable.
- Articles of value, or large sums of money should not be brought into the Academy. If it is ever necessary to do so, the Form Teacher must be informed, and money must be left with the Finance Office.
- Avoid bringing in any expensive property (such as a PSP) which is not essential for learning in the Academy. No personal possessions must be left in classrooms or areas unattended at any time, but must be locked in pupils' individual lockers. The Academy is unable to take responsibility for any personal possessions and belongings.
- Mobile telephones are to be switched off in the Academy during lessons, unless required as part of the teaching process. Parents(s)/Carer(s) who need to contact their child urgently are to contact the Academy Office.
- Pupils must purchase a meal, either hot or cold, from the dining room at lunchtime. Packed lunches must comply with our Healthy Food Policy. The Academy operates an On Site - Safe and Secure policy.
- No pupils may enter a laboratory or the lecture Theatre or Sports Hall without the permission of a member of staff. Apparatus in the Sports Hall may only be used when a member of the P.E. staff is present. Certain areas are out-of bounds to pupils at all times. These areas will be explained to pupils at the beginning of the Academy year, or as and when required.
- Money may not be raised or collected without the permission of the Form Teacher.
- Pupils should keep to the left when walking along the corridors and on the stairs, and should not run inside the buildings.
- Certain subjects e.g. Technology, Science, Performing Arts (Drama and Dance), P.E. have special rules which must be obeyed for the safety of all pupils.
- The Principal may decide to include other reasonable rules which enforce good order within the Academy learning environment.

If we are to successfully manage the behaviour of pupils in The East Manchester Academy and allow a focused approach to learning then every member of staff must take responsibility and active role.

Appendix 5

Staged Behaviour Procedures

Stage 1a: Class Teacher

<u>Examples of behaviour which should be dealt with by the class teacher</u>	<u>Strategies available to the class teacher to assist with behaviour management</u>
<ul style="list-style-type: none"> • Late to lesson (5+ minutes) • No homework diary • Lack of equipment • Eating, chewing, drinking in class • Failure to remove outdoor coat in class • Being noisy / talking • Failure to follow instructions • Being un co-operative • Interrupting a teacher / shouting out • Time wasting / avoiding work • Using inappropriate language / swearing • Getting out of seat and walking around • Failure to complete class work, homework, coursework etc. • Writing graffiti in exercise books or on desks 	<p>The class teacher should attempt a variety of strategies to manage a pupil's behaviour. e.g.</p> <ul style="list-style-type: none"> • Quiet word with the pupil • Reprimand or warning • Move the pupil within class • Speak with the pupil outside of lesson • Immediate positive praise for co-operation / good work / good behaviour (Positive correction) • Negotiation of an apology <p>If the behaviour persists then a more formal approach should be taken</p> <ul style="list-style-type: none"> • Formal verbal warning (name on board) Again a variety of strategies can be used to modify behaviour • Final verbal warning (name on board) Again a variety of strategies can be used to modify behaviour • Staff sanction (name on board) e.g. 10 min detention or phone call to parents/carers <p>If further support is needed the class teacher should refer the pupil to the Form Tutor or Curriculum Leader.</p>

Stage 1b: Form Teacher

<p><u>Examples of behaviour which should be corrected by the Form Tutor</u></p>	<p><u>Strategies available to the Form Tutor to assist with behaviour management</u></p>
<ul style="list-style-type: none"> • Late to the Academy • No homework diary • Lack of equipment • Lack of uniform • Eating, chewing, drinking in class • Failure to remove outdoor coat in class • Being noisy / talking • Incidents of bullying • Failure to follow instructions • Being un co-operative • Interrupting a teacher / shouting out • Time wasting / avoiding work • Using inappropriate language / swearing • Getting out of seat and walking around • Failure to complete class work, homework, coursework etc. • Writing graffiti in exercise books or on desks 	<p><u>Referral to Form Tutor</u></p> <p>The Form Tutor acts as a referral point for individual class teachers regarding minor incidents and should attempt a variety of strategies to manage a pupil's behaviour. e.g.</p> <ul style="list-style-type: none"> • Quiet word with pupil • Reprimand or warning • Move pupil within class • Speak with pupil outside of lesson • Immediate positive praise for co-operation / good work / good behaviour (Positive correction) • Negotiation of an apology • Form Tutor Report • Discussion with parent/carer <p><u>Tutor Period</u></p> <p>The Form Tutor also acts as a member of staff and should therefore use the same formal approach as a normal class teacher during Form Period.</p> <ul style="list-style-type: none"> • Formal verbal warning (name on board) Again a variety of strategies can be used to modify behaviour • Final verbal warning (name on board) Again a variety of strategies can be used to modify behaviour • Staff sanction e.g. 10 min detention or phone call to parents/carers <p>If further support is needed the Form Tutor should refer the pupil to the Pupil Support Manager.</p>

Stage 2a: Curriculum Leader

The Curriculum Leader is in a position to use their experience and skills to deal effectively with pupils. The Curriculum Leader is ultimately responsible for upholding the behaviour standards in their learning areas. It is also recognised that the Curriculum Leader has a responsibility to teach and progress pupil learning.

<u>Examples of behaviour which should be corrected by the Curriculum Leader</u>	<u>Strategies available to the Curriculum Leader to assist with behaviour management</u>
<ul style="list-style-type: none"> • Persistent unacceptable behaviour in subject lessons • Disrupting the education of other pupils • Persistent failure to meet homework and coursework deadlines (after previous class teacher intervention) • Verbal abuse of subject teacher • Minor fight / disturbance between pupils • Failure to complete subject teacher detention 	<p><u>Referral to Curriculum Leader</u></p> <p>The Curriculum Leader is expected to manage behaviour in their faculty using a variety of strategies e.g.</p> <ul style="list-style-type: none"> • Pupil placed in their lesson • Pupil placed with another member of the subject team • Discussion with the pupil at an appropriate moment • Negotiation of an apology • Phone call home / Discussion with parent/carer • Letter home • Meeting with parent/carer • 30 min – 1 hour Curriculum Leader detention (24hrs notice required) • Place pupil on a Curriculum Report • Drawing up of an Individual Education Plan <p>If <u>appropriate</u> the Curriculum Leader may choose to:</p> <ul style="list-style-type: none"> • Refer to Pupil Support Manager (at end of lesson) • Refer to SLT / Vice Principal (immediate if necessary)

Stage 2b: Pupil Support Manager

The Pupil Support Manager is in a position to use their skills and experience to deal with the most regular and persistent offenders. They will support all teachers and staff in their focus on teaching and to progress pupil.

<u>Examples of behaviour which should be corrected by the Pupil Support Manager</u>	<u>Strategies available to the Pupil Support Manager to assist with behaviour management</u>
<ul style="list-style-type: none"> • Persistent refusal to hand over jewellery / non-uniform • Persistent refusal to hand over phone / MP3 player etc • Persistent bullying • Persistent defiance of the uniform code • Unacceptable verbal abuse of another pupil (including racist remarks) • Unacceptable verbal abuse of staff (including racist remarks) • Disagreement / Fight between pupils • Unprovoked assault on another pupil • Unacceptable behaviour on the journey to and from the Academy • Failure to comply with sanctions / strategy laid down by the Class Teacher, Form Tutor, or Curriculum Leader 	<p><i>Referral to Pupil Support Manager</i></p> <p>The Pupil Support Manager is expected to manage behaviour in their Key Stage using a variety of strategies e.g.</p> <ul style="list-style-type: none"> • Pupil isolated with Pupil Support Manager • Discussion with the pupil at an appropriate moment • Negotiation of an apology • Place the pupil on Form Tutor Report • Place the pupil on Pupil Support Manager Report • Refer to internal / external support agencies • Referral to Local Pupil Welfare Panel • Phone call home / Discussion with parent/carer • Letter home • Meeting with parent /carer • 30 min – 1 hour Pupil Support Manager detention (24hrs notice required) • Drawing up of an individual Pastoral Support Plan <p>If <u>appropriate</u> the Pupil Support Manager may choose to:</p> <ul style="list-style-type: none"> • Refer to SLT / Vice Principal (immediate if necessary)

Stage 3: Vice Principals

<u>Examples of behaviour which should be corrected by Vice Principals</u>	<u>Strategies available to Vice Principals</u>
<ul style="list-style-type: none"> • Drug / Alcohol Possession / Dealing • Possession of weapon • Sexual assault • Assault on a member of staff /pupil • Serious verbal abuse of staff /pupil • Serious aggression fight / assault on another pupil • Failure to follow Curriculum Leader / Pupil Support Manager instructions • Persistent Disruption • Persistent Bullying • Significant malicious act 	<ul style="list-style-type: none"> • Discussion with the pupil • Negotiation of an apology • Phone call home • Letter home / Discussion with parent/carer • Meeting with parent/carer • Placed on Report • Refer to SENCO for internal / external support agencies • Referral to Local Governors Pupil Welfare Panel • Parenting /Carer Contract • Vice Principal Sanction • Fixed Term / Permanent Exclusion (authorised only by the Principal)

Stage 4: Principal / Governing Body Discipline Committee

- Pupil is issued with Fixed Term / Permanent Exclusion
- The case is heard by Local Governors Discipline Committee
- In the event of a long or repeated Fixed Term – final warnings are issued.
- In the event of a Permanent Exclusion – Governors will decide whether or not to uphold the Principals decision.

Appendix 6

Positive Behaviour Management in the Classroom

Guidance:

Plan for appropriate behaviour

- Balance correction with praise and encouragement.
- Establish consistent rewards and sanctions.
- Use the language of choice to teach and emphasise taking the responsibility for inappropriate behaviour.
- Plan your language to be positive and motivational.
- Plan alternatives to confrontation, speak quietly.
- Know how to get help when necessary.

Plan for inappropriate behaviour

- All members of staff to use the same language – the language of choice. 'If you choose to do that then this will happen'.
- Plan what the consequences of inappropriate behaviour in your classroom will be and carry them out if the wrong choice is made.
- Plan alternatives to confrontation and don't raise your voice.
- Try informal strategies first **THEN** follow the formal Behaviour Management procedure.

Separate the behaviour from the pupil

- Make the behaviour unacceptable, not the pupil.
- Making the behaviour wrong allows for changing to better behaviour.
- Do not link poor behaviour to the pupil's personality linking good behaviour to a pupil's identity builds self esteem.

Use the language of choice

- It gives pupils confidence by giving them responsibility.
- It regards mistakes as a normal part of learning.
- It has a positive emphasis.
- It reduces instances of conflict arising from trying to make things happen.
- It creates an important link between choice and consequence.
- It helps to empower them as individuals.

When we all use this language, pupils will become used to it. It gives feedback on the choices they are making, letting them know whether they are good or bad choices:

'The instruction is to sit in your seat. I'd like you to choose to do that now – thank you.'

'If you choose not to finish your work now you will be choosing to finish it at break. Make a good choice and get back to work now.'

The main aim is to create a learning experience; to make a connection in the pupil's mind between the choices they make and the outcome we create and in this way to influence future choices.

Actively build self esteem

If experiences in school are constantly negative and unsuccessful they will undermine the pupil's ability to be successful. Pupils will create a model in their head that accepts a lack of success being the norm for them – this will lead to behaviours that avoid risk taking and challenge. These behaviours can be disruptive. As a significant adult you can alter this. We need to let pupils know that we respect and value them. If we all do this it will improve self esteem. Praise the good choices they are capable of making.

Catch them being good

This is one of the keys to successful teaching and learning. Thanking pupils – let them know what the praise is for e.g. being quiet, lining up, pens down – it tells them what behaviours they can repeat in order to gain praise.

Actively build trust and rapport

- Positive relationships are at the heart of all we do.
- Building rapport with pupils requires effort, commitment and skill. It happens in many simple ways: learning names, greeting pupils in corridors, showing interest in what they do both in the classroom and out of it, show interest in them as human beings. In order to influence and guide pupils it is necessary to enter their world and be aware of their perspective.
- People achieve more when they are confident and trusting.
- Having confidence and trust encourages risk taking which leads to learning.

Model the good behaviour you want to see

- Calmly resolve conflict using the planned approach to bad behaviour.
- Calmness, predictability and certainty are the key behaviours to model.
- Listen to problems and respond.

Always follow up on issues that count (remember the consequence is inevitable)

- Always follow up on pupils' choices with a consequence.
- Following up shows that you care and what you say is important.
- Be positive about future behaviour when following up.
- Keep the focus on the behaviour not the personality.
- Remember a follow up does not need to be instant. Choose your time carefully. Waiting sometimes brings better results.

Work to repair and restore relationships

- Catching them being good afterwards allows them a way back.
- Remember that pupils may still be stressed or resentful.
- Allow time and repeat the attempts to be positive.
- If there is no hope of a way back relationships and achievement will flounder.

Celebration of good behaviour and achievement

- Verbal praise.
- Written praise in books.
- Display of work.
- Written praise in Academy Planner.
- Certificates.
- Letters / postcards home.
- Telephone calls home.
- Assembly mention.
- Exceptional work, visit to Principal / SLT / Curriculum Leader / Pupil Support Manager / significant adult.
- House Points for good work / achievement.

Consequences of bad behaviour or Sanctions

Use a variety of strategies informally

- Use the language of choice.
- Verbal reprimand.
- An additional piece of work or community task.
- Letter home.
- Phone call home.
- Move pupil within lesson.
- Tactical ignoring.

If this is not successful follow the **formal Behaviour Management procedure**.

Classroom Management

Effective classroom management skills are essential for promoting good behaviour and positive learning experiences in lessons. In addition, well-prepared and stimulating lessons, in which pupils are aware of the lesson purpose, help to secure good standards of behaviour. Personal reflection on practice, for the purpose of development and improvement is of great importance.

Guidance for staff:

Four basic principles appear to encapsulate the essence of effective classroom management. These may be summarised as:

- **Getting them in**
- **Getting on with it**
- **Getting on with them**
- **Getting them out**

Getting them in:

- Arrive before the class, greet the class on the way in and begin on time.
- Ensure that pupils enter the classroom in an orderly manner.
- Ensure they put bags and coats etc in appropriate places.

Getting on with it:

- Have a formal start to the lesson.
- Take the register in silence.
- Ensure the classroom layout is appropriate to the classes you are teaching.
- Be prepared for the lesson and ensure that the lesson purpose is known by pupils.
- Ensure that all pupils are enabled to participate fully in the lesson.
- Ensure the lesson content, structure and pace is appropriate, interesting, creative, relevant etc for the class.

Getting on with them:

- Know the pupils as individuals - by name and by attainment. Call them by their first names.
- Abide by the Code of Conduct from the first lesson onwards. (Appendix 7)
- Model the standards of courtesy expected from pupils.
- Emphasise the positive, including praise for good behaviour as well as good work.
- Make sparing, fair and consistent use of reprimands and target the right pupil.
- Criticise the behaviour and not the person.

- Use private rather than public reprimands where possible.
- Avoid sarcasm and threats, which are not subsequently carried out.
- Make sparing, fair and consistent use of punishments.
- Avoid whole group punishments and all forms of humiliation.

Getting them out:

- Keep to time in the lesson and finish on time.
- Ensure the class packs away appropriately and leaves the room tidy.
- Ensure an orderly exit. You dismiss the class not the bell! Dismiss by the door to see on to the corridor
- Analyse the classroom management performance and learn from it.

General issues:

- Be fully prepared
- Ensure the classroom is tidy and well organised.
- Ensure the classroom has relevant and attractive display on the walls.
- Make your room a positive, creative and progressive learning environment!

Effective Lessons

Effective lessons are likely to be those in which pupils are fully engaged and make good progress and improved attainment with sustained effort and commitment. Such lessons are normally well prepared and interesting, the aim of the lessons are clear to pupils, they are appropriately resourced, they include differentiated tasks according to ability and are well paced. Effective lessons are also likely to be those in which encouragement is given to pupils asking questions and making contributions as well as responding to teacher questions.

Guidance for staff:

- Be well prepared for the lesson.
- Mark all work promptly and constructively. Use the results of assessment to help focus next stage of progression.
- Keep everyone occupied and interested.
- Extend and motivate all the pupils.
- Include some differentiation well matched to pupil ability.

Appendix 7

Code of Conduct

Here at The East Manchester Academy we agree to:

- ✓ Learn and progress
- ✓ Support and encourage others
- ✓ Treat everyone as you would like to be treated.
- ✓ Be respectful of people and property.
- ✓ Be caring, courteous and considerate.
- ✓ Be punctual and ready to learn
- ✓ Participate and try hard
- ✓ Aim to succeed
- ✓ Be sensible around the Academy.
- ✓ Always be polite and helpful.
- ✓ Be honest.
- ✓ Be a global citizen