

ACADEMY BEHAVIOUR PRINCIPLES

It is not the severity of the consequences that matters, but rather the certainty of the consequences that is important.

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

Consistent experience of good teaching promotes good behaviour. But schools also need to have positive strategies for managing pupil behaviour that help pupils understand their school's expectations. These strategies must be underpinned by a clear range of rewards and sanctions, which are applied fairly and consistently by all staff.

It is also vital to teach pupils how to behave well – good behaviour has to be learned – so schools must adopt procedures and practices that help pupils learn how to behave. Good behaviour has to be modelled by all staff all of the time in their interaction with pupils. - **The Steer Report**

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"What is happening to our young people? They disrespect their elders, they disobey their parents. They ignore the law. They riot in the streets, inflamed by wild notions. Their morals are decaying. What is to become of them?"

- **Plato, 2,400 years ago**

Behaviour Policy

The Six Core Beliefs of the Steer Report:

- 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 pupils to learn and teachers to teach. To enable learning to take place preventative action is most effective, but where this fails, schools must have clear, firm and intelligent strategies in place to help pupils manage their behaviour
- There is no single solution to the problem of poor behaviour, but all schools have the potential to raise standards if they are consistent 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 teachers all need to operate in a culture of mutual regard
- The support of parents is essential for the maintenance of good behaviour. Parents and schools each need to have a clear understanding of their rights and responsibilities
- School leaders have a critical role in establishing high standards of learning, teaching and behaviour

Behaviour and Learning

The key to effective behaviour management is to have well planned, interesting lessons delivered consistently by adults who are positive about students and who follow agreed systems.

All lessons should contain the following:

- A default boy/girl seating plan for when students enter the room and are working independently
- An activity to settle and engage students on entry
- Learning objectives that the class know and understand
- Appropriate tasks which challenge brighter students and provide support for less able
- Effective questioning of students either individually or as a whole class
- A review period at the end of a lesson to assess progress against learning objectives
- Clear rules for student behaviour consistently and appropriately applied
- Calm and positive approach from the teacher with good use of praise
- Effective marking and assessment

Bill Rogers' Positive Discipline Programme

Bill Rogers is an Australian who has developed a **Positive Discipline Programme**. He argues that thoughtful, planned discipline language will improve the quality of discipline transactions by reducing unnecessary emotional exchanges and by focusing on the primary issues. Here are his 19 steps arranged in terms of their degree of decisiveness of teacher action.

	Strategy	Example
1	Tactical Ignoring of Behaviour	Especially attention seeking behaviour
2	Non-verbal Messages	Such as looking at the miscreant. This signals to the student that the teacher is aware of the behaviour
3	Casual Statement or Question	"Lee, should we be working?"
4	Simple Directions	"Lee, please get on with your work. Thank you!"
5	Question and Feedback	"What are you doing?" "Is that what you should be doing?"
6	Rule Restatements, Rule Reminders	"Lee you know that we have a rule for working. Please follow it. Thank you."
7	Distractions and Diversions	The student might try to involve the teacher in an argument. "But I was only helping Mark with his work." The teacher has to stay with the primary behaviour by.
8	Defusing	"That may be true Lee. However, please get on with your own work. Thank you."
9	Taking the Student Aside	Privately and quietly explain to the child why the behaviour is inappropriate.
10	Clear Desist or Command	"Lee, stop that now!"
11	Physical Intervention	Moving the child.
12	Assertive Message or Statement	"Lee, I have lost my patience with you. Please do as you are told. "
13	Isolation within the Room	"Lee, take your work and work on your own at that desk." (Desk already known and prepared for isolation)
14	Blocking Statements	"I am not going to listen to you now. Just do as you are told."
15	Giving Simple Choices	"Lee, you have a choice. Either you... or..." This allows the child a choice.
16	Time Out in the Room	Time-out sends a clear message to the class about non-negotiable behaviours. Time-out should not be used as a punishment but as a time for the student to reflect on their inappropriate behaviour and how to remedy the situation.
17	Can I See You?	Usually at the end of the lesson or during the student's own time such as lunch or playtime.
18	Basic Contracting/Counselling Steps	Talking with the child about the behaviour. Simple contracts may be arranged.
19	Exit Procedure	Referral to senior management, SENCOs, etc.

These nineteen steps have to be balanced by a teacher's encouragement, sense of humour, curriculum, and personal manner towards students in their care.

He also states that the significant point is to be prepared:

- To deal with frustration and uncertainty;
- For likely (normal) disruptions;
- Not to get caught in long discussions with students;
- To be decisive and assertive as may be necessary;
- To enjoy teaching.

Rogers states that it is very important to recognise that the more teachers work at the relationship-building, the easier it is to teach and control the classroom. Students accept correction and direction far more positively when the relationship is based upon mutual respect. Rogers further states that the classroom environment should be fair and humorous. Teachers should make lessons as interesting, and clear as can be, and to employ respect and encouragement within the classroom.

Rogers' Eight Protocols of Discipline

1. Establish clearly the rights, rules, and responsibilities within your classroom.
2. Intentionally minimise embarrassment and hostility.
3. Maximise students' choice over behaviour.
4. Develop and maintain respect.
5. Be aware that our expectations affect our behaviour as classroom leaders.
6. Maintain a judicious sense of humour.
7. Follow up and follow through (consistency).
8. Utilise wider support (peers, senior management, parents).

Rogers' Suggestions for Teacher Behaviour in Discipline Management

- Maintain eye contact.
- Use a respectful voice tone (speak clearly and firmly).
- Watch proximity (not too close or overbearing in body language)
- Refer to the class rule. Avoid arguing. Assert, take the student aside, give clear choice or follow up later.
- Use appropriate assertion (match teacher behaviour to level of disruption).

Rogers' Model of Decisive Discipline

- **Indecisive teachers** hope for compliance but, in the real world, rarely get it
- **Decisive teachers** expect compliance, they don't demand it. Decisive teacher's verbal and body language convey an expectation that their reasonable requests will be followed

Key Ideas

If teachers can keep the language at the least intrusive level they will keep the emotions under control. Instead of snatching objects off a student's desk an example would be 'Lee, I want you to put that magazine in your bag or my desk - thanks.' ('Thanks' is said expectantly, not pleadingly)

Choice gives the ownership back to the student. If Lee argues, you can redirect or make the consequences clear. The repercussions can be immediate or delayed according to the situation and context.

It is not the severity of the consequences that matters, but rather the certainty of the consequences that is important.

Levels of Decisive Teacher Action

Rogers proposes four ever-increasing levels of decisive teacher action. As with any skill development, each of these steps requires practice.

1. Tactical ignoring as a first action.
2. Simple direction or rule restatement.
3. Secondary behaviour (giving a clear choice).
4. Imposing time-out.

Rogers stresses:

- The value of rules.
- Avoid asking misbehaving students why they have misbehaved.
- Maximising student choice

Ten Top Tips for Effective Behaviour Management

1. - If you threaten or promise something and don't carry this through the students will see you as weak or fail to give you any respect as you haven't done what you said you would.

2 – Never make a promise / threat you can't keep

Make sure that any threat or promise is possible within the boundaries of the school that you are working in. Again failure to follow through has the same effect as the 1st tip.

3 – Always use a seating plan

This allows you to group students as YOU want them; it also enables you to learn names and to move students around the room as a primary sanction.

4 – Be consistent

Each student **MUST** be treated in the same way; this ensures that your room is fair; this does help gain respect from the students. Also you can't have the "but x did it and..." used against you!

5 – Follow the school rules on sanctions / rewards

Every school has sanctions and rewards laid down – the students will know these! Make sure that you follow them to the letter; this also links with tip 4.

6 – Involve the parents

Parents want to know when their child is doing well or misbehaving, they want to be contacted – most parents are VERY supportive of the teacher contacting them... Try the phrase "I am concerned about X...." this usually works a lot better. Also if you try to make more praise contact than concern, students will appreciate this and their friends will begin to want the praise calls. See tip 1 and 2....

7 – Make it interesting / fun

If you make the lessons fun and interesting the students want to be involved, behaviour problems are less likely to occur.

8 – Wait...wait...wait for your instructions to be followed

If your instructions are not followed through immediately, repeat them at the same volume and wait... Repeat them again after a minute and continue to wait.... Wait time DOES work.

9 – Tell the students what they are going to be doing / learning in the lesson

Students want to know what they are going to be doing, a learning objective tells them what to look for. A starter to involve them in the lesson is also a good plan... see tip 7.

10 – Use lots of positive praise

Positive reinforcement is much better than negative. A number of students are simply looking for attention however they can get it... if you can spot them being good and praise this, that's half the battle won!

Get the students to understand your expectations, it may well be hard to begin with, but as long as you persevere it WILL get easier as the year goes on.... Eventually your reputation precedes you!

Discipline with Dignity

Avoid confrontation

Students know what buttons to press. Realise this and remember that their behaviour is never personal. Don't argue with a student as it undermines your authority, particularly if it is in front of a group. Stay calm and simply repeat the instruction. If all strategies fail, use the school exit strategy.

Help students 'back out of' awkward situations

If a student is deliberately rude, ask them to repeat what they said (perhaps at the end of the lesson if the student seems stressed). This allows them to retract the statement or apologise. If they do apologise then accept graciously and move on.

Don't use sarcasm

Don't belittle students in this way as it is likely to lead to resentment and can come across as quite cruel, even if that was not the intention.

Don't use labels

Remember that labels stick such as 'you're always rude'. Make it clear that it is only their BEHAVIOUR that is unacceptable.

Watch out for loners

They are in most classes. Try to chat to them and get them involved in group work. Not only does this help to raise their confidence, but it may prevent them from attention in other ways.

Build Trust

This is extremely difficult to gain as some students will have had people in their life that they thought they could trust let them down. It takes time. Good ways of gaining it are learning their names, listening without interrupting, asking supportive questions, showing GENUINE interest and modelling those things with OTHER students in class.

Build Self Esteem

This is another difficult one if students come from backgrounds where they receive very little positive praise, or indeed relentlessly hear bad things said about them. Therefore try to say something good and meaningful about them as often as you can. For example, taking a student to one side to say how helpful they have been in handing out the books all term and ask them could they continue to do it?

Repair and reconnect relationships

After a negative interaction between yourself and the student, don't hold a grudge. Again, their behaviour is not personal to you even though you may think so. Have a quiet word after the lesson to discuss what happened and leave on a positive note. It could even be just a smile and 'goodbye'.

Reconnecting the next lesson is not difficult. It could be a simple 'how you getting on' while they're on task.

Follow up on issues that count

This is important because students realise you care enough to address IMPORTANT issues and will do so consistently across the classes you teach. Students essentially will know when they are doing wrong and expect a consequence.

Being genuine

Don't try to be someone you are not, and use YOUR strengths in the classroom to promote positive behaviour. Students appreciate honesty and will sense when a teacher is genuine.

Rewards

All students are entitled to a credit in every lesson providing they have done everything that is expected of them. These are used in discussions with parents/carers.

A credit will not be awarded to any student who has:

1. Arrived late
 2. Failed to bring a pen to the lesson
 3. Failed to bring their planner to the lesson
 4. Failed to bring their homework to the lesson
 5. Caused disruption to the learning of others
 6. Failed to comply with the school's jewellery and uniform rules
- Credits will be logged directly onto Serco
 - Tutors will regularly check students are aware of their credit totals.

Learning and College Cheques.

These are given by staff to students who meet the given criteria:

Learning Criteria

- Practicing independent learning skills, in and out of lessons
- Asking questions to enhance learning in a lesson
- Making outstanding progress in a lesson
- Making connections in a lesson
- Accurate and precise use of SPG
- Responding to feedback
- A WOW moment (teachers discretion)

College Criteria

- Actively trying to improve / consistently being the best that you can be
- Active participation in tutor/College activities.
- Positive contribution to College/ Academy life – eg Helping others
- Consistently ready to learn
- Consistently high standard of pride in wearing uniform

Learning and College Cheques are recorded by the tutor and lead to rewards which may be claimed by the student. Once a reward has been claimed the total number of Cheques for that student returns to zero.

- 250 points – a NHA beanie hat
- 500 points – a £5 Amazon voucher
- 1200 points – a £15 Amazon voucher

Consequences.

Behaviour in all areas of the academy is the responsibility of all staff. There are a range of sanctions that can be given by teachers for inappropriate conduct in a class and if they are carried out by that class teacher then they have more chance of not happening again. Good conduct in the corridors and outside spaces is a high priority for our academy and needs the vigilance of all staff.

There are additional consequences that the academy puts in place to support the actions of staff, these are based on the principle that for effective behaviour management it is not the severity of the consequences that matters, but rather the certainty of the consequences that is important.

In class procedures:

After exhausting all techniques as previously outlined, in managing disruptive or unacceptable behaviour within a classroom area, students should be given a directed choice to move to an alternative seat within the classroom or to be moved to a partner class within the faculty.

If following continued support a student shows continued disruptive, or unsuccessful behaviour, a member of the advocacy team should be contacted to support. Advocacy, where at all possible, will support a successful return to the classroom, where this is not possible they will support a student for the remainder of that lesson. Where ever advocacy are requested to support a student a 10 minute break/ lunchtime detention must be set with the class teacher as soon as possible.

Where a student is removed this should be recorded on the students file as a recorded warning.

Recorded Warnings should be given for the following:

- Removal of a student following advocacy intervention
- Sent out of exam or test
- Non compliance with instructions after warning – outside of a classroom area
- Graffiti or damage to academy property
- Smoking
- Smoking by association, amongst a group of smokers
- Truancy (See additional note below*)

Detentions

*Any student who truants for up to 10 minutes from a lesson must make up this time with the class teacher as part of a break/ lunchtime detention.

Truancy of over 10 minutes or smoking either on site or on the journey to or from school must be recorded as a recorded warning. This will carry the penalty of a 1 hour after school detention with college leaders. Lateness on 3 separate occasions will also result in a 1 hour after school detention.

24 hours written notice to parents will be given of all detentions outside of school hours. Parental consent is not required for detentions.

Confiscation

As an academy, any prohibited or banned item that could be considered harmful or detrimental to our academy systems and ethos may be confiscated by academy staff, these items include:

- An item that poses a threat to others
- An item that poses a threat to good order for learning

- An item that is against school rules i.e. a mobile phone that has been refused to be put away or a high energy drink
- An item that poses a health or safety risk
- An item that is illegal, discriminatory, pornographic or inflammatory
- Any prohibited or dangerous item

All confiscated items should be stored in the Advocacy office. The return of any confiscated item is at the discretion of the College Leaders and the Leadership Team.

Where an item is thought to be a weapon, controlled substance or stolen goods the police will be informed.

High Level Behaviours and Consequences

The following will normally be dealt with by a form of withdrawal from lessons or an exclusion

- swearing directly with intent at a member of staff
- violence to another student
- threatening behaviour or actual violence to a member of staff
- incitement to violence of a group of students
- pupils that are found to have made malicious accusations against a member of staff

Student behaviour outside of the academy

The systems and procedures for managing student behaviour apply to students:

- within the academy or
- taking part in any academy -organised or related activity or
- travelling to or from the academy or
- wearing academy uniform or
- in some other way identifiable as a student at our academy

Bullying

All bullying, whatever the motivation or method, is unacceptable and will not be tolerated.

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

In our academy we have created an ethos of good behaviour where our students treat one another and our staff with respect.

Our behaviour systems will be applied consistently and fairly, taking into account any SEN or disability and the needs of vulnerable students when dealing with bullying.

As part of this process we will involve parent and students and regularly review our practices, policies and procedures.

Ensuring equality

In our academy we will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. We will also ensure that the concerns of students are listened to, and appropriately addressed.

The interests of all pupils must be safeguarded and to this end we acknowledge our legal duties with respect to the equality act 2010 and in respect of students with SEND.

Avoiding discrimination and promoting equality supports the agenda of improving attainment and progression for all students. Good education and skills are crucial for opening up opportunities and increasing the chance of a successful life.

We will use appropriate data and information to regularly review our practices, policies and procedures to ensure that there is no discrimination against students.

Guidance and Information

All inappropriate behaviours, either in or out of lessons need to carry consequences which students should know will be consistently applied. Verbal warnings need to be given at **all** times and time given for the consequence associated with non compliance to be internalised. Recorded warnings should only be given after this has happened.

Use of positive behaviour management strategies will often minimise the number of official recorded warnings that we give to students and help us to keep students in lessons. Refer to **Bill Rogers' Positive Discipline Programme** for guidance on how to avoid escalation. This gives nineteen steps that can be used before recorded warnings may be required.

Partner Class

- A Partner class timetable for each faculty should be arranged for each lesson. This should be 1 predetermined room and should in every possible situation be the TLR1 or TLR2. A timetable of this facility for each faculty should be forwarded to the advocacy team.

Internal or External Fixed Term Exclusion

These will normally only be given:

- Violence to other student
- Threatening behaviour or actual violence to member of staff
- Incitement to violence of group of students
- Failed reintegration following exclusion

Only sanctioned by The Principal

Permanent Exclusion or Managed Move

- This will be a last resort when all other options have failed
- Except for extreme circumstances, a student will already have a Pastoral Support Plan
- Subject to a moderation panel of Headteachers from local schools
- Governors make final decision



Some notes on Exclusions

The decision to exclude and the length of time is ultimately an issue of judgement by a member of the Leadership Team in consultation with the Headteacher. There is no formula. Each case will be judged on an individual basis considering the seriousness of the incident, the student's current behaviour pattern, extenuating circumstances, whether the behaviour policy has been followed at every stage and the impact on others within the school.

Notes from DCSF leaflet for parents on schools' powers to maintain discipline

Schools help to develop and encourage good behaviour. They also have strong legal powers to use, where necessary, in order to deal with poor behaviour.

Preventing and tackling misbehaviour

Schools help pupils learn how to behave. They have legal power to apply a wide range of penalties to pupils who break school rules, fail to follow instructions or who behave in a way that is unacceptable.

Penalties can include:

- Withdrawing the pupil from a lesson or from a peer group
- Withdrawing participation in a school trip or sports event
- Taking away break or lunchtime privileges
- Detention – including at weekends *

- Confiscation of property
- Exclusion from school – either for a fixed period (“suspension”) or permanently.

Teachers and other members of staff can impose these penalties at any time a pupil is in school. They can also impose penalties on pupils who have misbehaved at any other time when the pupil is under their charge – such as on a school visit. And they can impose penalties on pupils who have misbehaved on the way to and from school, or outside the school gates; or when a child has used the internet or a mobile phone to harass another pupil or staff member outside school. These penalties are not there simply to punish pupils but to help them learn to behave better.

Searching pupils and their possessions

If teachers feel this to be necessary, they can instruct pupils to turn out their pockets or their bags, and impose penalties if pupils refuse to do so. Pupils and their possessions can be searched where the pupil consents. A head teacher can also authorise a search of a pupil or their possessions (including bags and lockers) without their consent, for weapons. The law is being changed to allow searches without consent for alcohol, controlled drugs and stolen property.

Physical intervention and restraint

School staff can use reasonable force to control or restrain a pupil in specific circumstances ** though in most schools the need for such action will be rare.

Reasonable force may be used, where necessary, to stop pupils committing a criminal offence or causing damage to property or harm to themselves or others. It can also be used to help teachers maintain good order and discipline. For example, if a child refuses to leave a classroom, it may be reasonable to lead them by the arm – or it may be reasonable to carry a distressed young child out of the classroom to a place where they can calm down.

** Schools normally report to the parent any significant incident where a member of staff has used force on a pupil.

Classroom Routines Checklist

	Definitely	Mostly	Partly	Not at all
I am ready in the room/workplace when the students arrive				
I greet and welcome the students in a positive manner				
I can get and maintain the attention of the students				
I am aware of what is happening in the classroom when students are working independently or in groups				
I can pick up quickly on early signs that the students are losing focus or getting into difficulty				
I use confident and authoritative body language				
I try to 'catch them being good'				
I give frequent, positive and meaningful feedback that addresses their social skills so they can learn positive behaviour				
I make many more positive comments than negative ones				
Expectations, rules and routines are displayed in the room and regularly referred to. These may relate to health and safety				
Expectations, rules and routines are actively taught and practised				
Routines and expectations are established through discussion with the students. Around for example: <ul style="list-style-type: none"> ● Entering the room ● Sitting down ● Settling the students ● Getting the students to listen to instructions ● Use of appropriate language ● Activity transition ● Going to the toilet ● Clearing up ● Leaving the room ● Late arrivals ● What to do when finished ● Mobile phones / MP3 players / Gum 				
Consequences (rewards and sanctions) are explicit and familiar to the students				
Rewards and sanctions are used fairly and consistently, and take into account the individual needs of the students				