

NEW CHARTER ACADEMY BEHAVIOUR FOR LEARNING STRATEGY

Academy Aims

- To promote a respect for learning and to encourage an awareness of education as a lifelong process.
- To create a safe, supportive learning environment in which all members of the academy are encouraged to develop their maximum potential.
- To encourage respect for the needs and feelings of others.
- To embrace a philosophy, at both an individual and whole academy level, of continuous improvement.
- The aim of our behaviour policy is to create an environment where students may work purposefully, feel secure, happy and confident and where relationships between staff and students and between the students themselves are based on mutual respect and tolerance.

Positive Behaviour Management

If we are to achieve the above aims we believe that everyone in our community must be encouraged to work together positively to achieve them. We are committed to developing a positive climate which places learning as the number one priority and realises that we do need to teach good behaviour.

We believe that a strong ethos of achievement and good behaviour comes from us all working together within a clear framework. Every member of staff has a responsibility to uphold the procedures outlined in this policy.

We must provide a framework that helps:

- students make better choices
- keep the focus on learning
- give a sense of fairness to both praise and correction
- students take responsibility for their own behaviour and learning
- create a consistent and predictable framework
- adults to share a common theme and common language
- students know where they stand
- students feel safe

Through RIGHTS

- the right to learn
- the right to teach
- the right to a safe and secure learning environment (physically and emotionally)
- the right to respect and dignity

Having rights allows the teacher to move beyond the 'because I said so' approach

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Responsibilities

Students must be responsible for their own behaviour. Using the language of choice is a powerful way of doing that. As they realise that they are making choices in many areas of life the teacher can guide them to make more socially appropriate choices. Good choices should be rewarded, poor choices always have consequences. 'You enjoy the right to feel safe therefore you must take responsibility so that others can feel safe'.

Rules

Refer to the rules on a regular basis. Actively teach what they are and praise for getting it right. 'Thanks for lining up. Good choice'. Reinforce the rules when you speak to students. 'Remember the rule for no gum. Thank you,' is better than saying, 'Put your gum in the bin please.'

Staff have a responsibility to make sure the rules are displayed in every teaching space with modifications by departments where necessary.

Routines

It is wrong to assume that students know how to behave during certain routine times. Demonstrate the sorts of behaviour you want to see. Always give feedback on how they are doing.

The routines for New Charter Academy will always be:

- classes greeted at the door
- teachers will decide where students sit and there will be a seating plan
- the register will be taken
- lesson objectives will be noted on the board
- pack away
- stand behind chairs in quiet
- class dismissed

Core Principles of the Strategy

Plan for appropriate behaviour

- balance correction with praise and encouragement
- establish consistent rewards and punishments
- 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.

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- plan alternatives to confrontation and don't raise your voice.

Work within the 'RIGHTS' framework

- it sets the climate for success
- it builds confidence and self correction
- it is both supportive and corrective
- it reduces confrontation and tension
- it is an educational process
- it is fair, reasonable and logical
- it provides a platform for skill development

Separate the behaviour from the child

- make the behaviour unacceptable, not the child
- making the behaviour wrong allows for changing to better behaviour
- do not link poor behaviour to the student's personality linking good behaviour to a student's identity builds self esteem

Use the language of choice

- it gives children 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, students 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 student'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 student's ability to be successful. Students 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 students 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.

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Catch them Being Good

This is one of the keys to successful teaching and learning. Thanking students – 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 students requires effort, commitment and skill. It happens in many simple ways: learning names, greeting students 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 students 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 students' 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

Work to repair and restore relationships

- catching them being good afterwards allows them a way back
- remember that students 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 planner
- postcards home
- telephone calls home
- assembly mention
- exceptional work, visit to Senior Leader
- Certificate of achievement

Consequences of bad behaviour or Sanctions

- use the language of choice

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- verbal reprimand
- break or lunch detention
- an additional piece of work or community task
- letter home
- phone call home
- departmental detention
- departmental report
- referral to head of faculty
- daily report cards
- formal school detention
- removal from lesson (LSL)
- meeting with parents
- removal from lessons
- internal exclusion
- fixed period exclusion
- pastoral support plan/programme
- permanent exclusion
- external intervention

Examples of types of misbehaviour

The level of the misbehaviour gives an indication of the procedure for dealing with it and the type of sanction it will incur.

Please note that the absence of misbehaviour from this list does not mean there will be no sanction. We refer always to 'Rights' to decide whether behaviour is acceptable or not.

Behaviour at one level may be found to be more serious if it is repeated.

Low Level

- chatting in class
- calling across the classroom
- failure to bring equipment
- dropping litter
- chewing gum
- wearing incorrect uniform
- failing to do homework

Medium level

- running around dangerously
- swearing
- disturbing others' learning
- shouts out in class
- refusal to work
- temper tantrum

High level

- ignoring a member of staff's instructions

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- dissent
- truanting
- verbal assault student/adult
- physical assault
- stealing, extortion
- drug taking & drug dealing
- arson
- racism
- bullying

These high level behaviours could lead to exclusion being a consequence. The special educational needs of students in these circumstances will always be taken into consideration.

DISCIPLINE

1. Introduction

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

Discipline within the academy is based on making expectations clear to students, being fair and consistent and being vigilant, not upon a long list of punishments and sanctions.

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 academy environment.

There is a brief set of rules which are made known to students when they come to the academy and to which they should comply. A consistent approach to enforcing these rules should be adopted by **all** staff.

2. Staff Responsibilities

Within the classroom the teacher has responsibility for the discipline of the class. The teacher should frequently refer to the Rights, 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 to be there on time and for discipline within the area which has been defined.

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

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If any teacher 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 a member of the SLT.

The behaviour of students towards other students is as serious a concern as the behaviour of students towards members of staff.

Instances of actual or suspected bullying should be referred to the appropriate form tutor.

The academy has no legal responsibility for the discipline of students away from the premises and outside school hours. Nevertheless, the Executive will act in respect of complaints about breaches of discipline involving students outside school.

Within the academy we aim to create a positive and supportive teaching and learning environment. We encourage students to recognise the benefits to both themselves and others, of good behaviour, co-operation and application to study.

3. Sanctions

Sanctions and Classroom Expectations

Good discipline is the responsibility of all staff. It is maintained through shared expectations of consistently high standards of courtesy, behaviour, effort, presentation of work and self and punctuality.

For the majority of students positive relationships between teacher and student play a more significant role in maintaining good discipline than any fixed system.

For students, classrooms (including labs, workshops and gyms) are places of work. Just as in any factory or office there needs to be clearly understood rules and expectations which allow everybody to work safely, successfully and enjoyably. The following expectations apply to all lessons:

1 Start of lessons.

Students should:

- Arrive on time for all lessons
- Take off and put away any outdoor wear
- Enter rooms sensibly and go straight to their workplace
- Take out books, pens, planners and equipment
- Put bags away as directed by teacher

2 During lessons:

- Start by taking the register in silence
- When you talk to the whole class, ensure they all remain silent, listen and concentrate
- If the class is asked a question, ensure students put up a hand to answer, do not allow them to call out (unless you are asking for quick ideas).
- Students must have pen, pencil, planner and any other equipment needed.

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- Eating or chewing in lessons is not allowed. Drinking water is to be kept in a clear plastic container in the student's bag.
- Students must not leave the lesson without your permission.
- Ensure students record all learning in their planner.

3 End of lessons

- Recognise those students who have earned 'student of the lesson'
- Students should not begin to pack away until you tell them to do so.
- At the end of the lesson ask students to stand and ask the students to put their chairs under or on desks. Any litter should be picked up.
- Supervise students at the doorway so that they leave the room in an orderly and quiet manner.
- Do not allow students to leave before the bell.

Finally, but most importantly, never accept:

- Rudeness or disrespect from any student
- Argument or disagreement from any student following a reasonable request.
- Any student breaking either of these two basic rules should be dealt with strongly and immediately

Initial action in cases of indiscipline:

- Utilise own classroom management skills: moving students, verbal reprimand etc.
- Extra work: e.g. connected with lesson, removal of graffiti, collecting litter etc.
- Reporting at a particular time to a member of staff
- Same day's detention by the member of staff (break or lunchtime only).

Referral to another colleague is not a sign of weakness. Consultation and referral are of great value. In most cases the first person to refer to will be the Head of Department.

Subsequently Heads of House or members of SLT may become involved. It must be recognised, however, that your and their effectiveness and status can be undermined if students are referred to them too soon or for minor offences.

Procedures may be short cut in cases of very serious misbehaviour, when a message should be sent to the Office to contact a senior member of staff (see LSL protocol).

The summary sheet below is intended to give a concise overview of the behaviour management options available in the Academy. Although there is some escalation in sanctions applied the checklist is not totally sequential.

The list makes the following assumptions:

- All colleagues recognise that rewarding and encouraging good behaviour is a far more powerful procedure than seeking to punish less desirable behaviour.
- As all human beings make the wrong choice from time to time, sensitive and appropriate sanctions can help to encourage good behaviour by discouraging the repetition of poor choices which often lead to poor behaviour.

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- When reflecting on the reasons for student misbehaviour, colleagues will give some thought as to whether, in the light of their knowledge of the student, the work set is accessible and offers him or her sufficient opportunity to participate successfully. Effective teaching is at the core of classroom management.

DETAILS ON SPECIFIC PROCEDURES OF THESE SANCTIONS

All incidents should be logged on SIMS.net, including the sanction applied.

1. Lunch time and Breaktime Detention.

This is usually supervised by the teacher giving detention or within a department. An appropriate task should be given during these sessions.

2. Subject /Department Reports are used to track student behaviour and effort over a series of lessons on a specific subject area.

3. Daily Report Cards are used when there are general concerns about a student's work or attitude. All lessons are commented upon. The suggested period of this sanction being used is for one week in the first instance. All copies of the Daily Report Card are kept with the student's records.

Where serious breaches of discipline occur, the Executive may send a student home.

All exclusions follow the procedure laid down by the DCSF

4. LSL detentions refer to the LSL protocol

5. Learning Group Detention

A Learning Group detention is held once a week and supervised by the Learning Group Staff. Students may receive a LG detention for a variety of reasons but it would frequently result from other sanctions not succeeding in modifying behaviour.

NB. Procedure Those wishing to put someone in detention should place names in the LG detention book and provide the work at the same time. A letter will then be sent by the office to the parent/guardians of the student concerned. Upon receipt of the letter an acceptance slip should be returned to the office - agreeing date and time. The office staff will remind students to attend.

6. Incident Reporting System

The SIMs log should be issued in connection with breaches of the Classroom Code and disruption to the course of the lesson.

Incidents are categorised as low, medium or high level misbehaviour. In the first two instances sanctions will have been carried out by the issuing member of staff or a

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senior colleague. The following examples of categories of misbehaviour are taken from the Behaviour Policy:

Low Level:

chatting in class; calling across the classroom; failure to bring equipment; dropping litter; chewing gum; wearing incorrect uniform; failing to do homework.

Medium Level:

Running around dangerously; disturbing other's learning; shouting out in class; refusal to work; temper tantrum; ignoring teacher's instructions; dissent; truanting
Swearing at an adult.

High Level:

Verbal assault; physical assault; stealing extortion, arson, racism, drug taking and drug dealing, bullying.

The level of misbehaviour gives an indication of the procedure for dealing with it and the type of sanction it will incur.

Please note that the absence of misbehaviour from this list does not mean there will be no sanction. We refer always to the "Rights" to decide whether behaviour is acceptable or not.

7. Fixed Period Exclusions may be for one to forty five days depending on the circumstances. The Governors and LA are informed of all exclusions and parents are informed of their right of appeal. Re-admission interviews are held with parents, senior staff and, on occasion, a Governor, following each.

8. Pastoral Support Programmes are used for students at risk of exclusion. It is the responsibility of the Head of Inclusion to set this up in consultation with the Executive and the Pastoral Team.

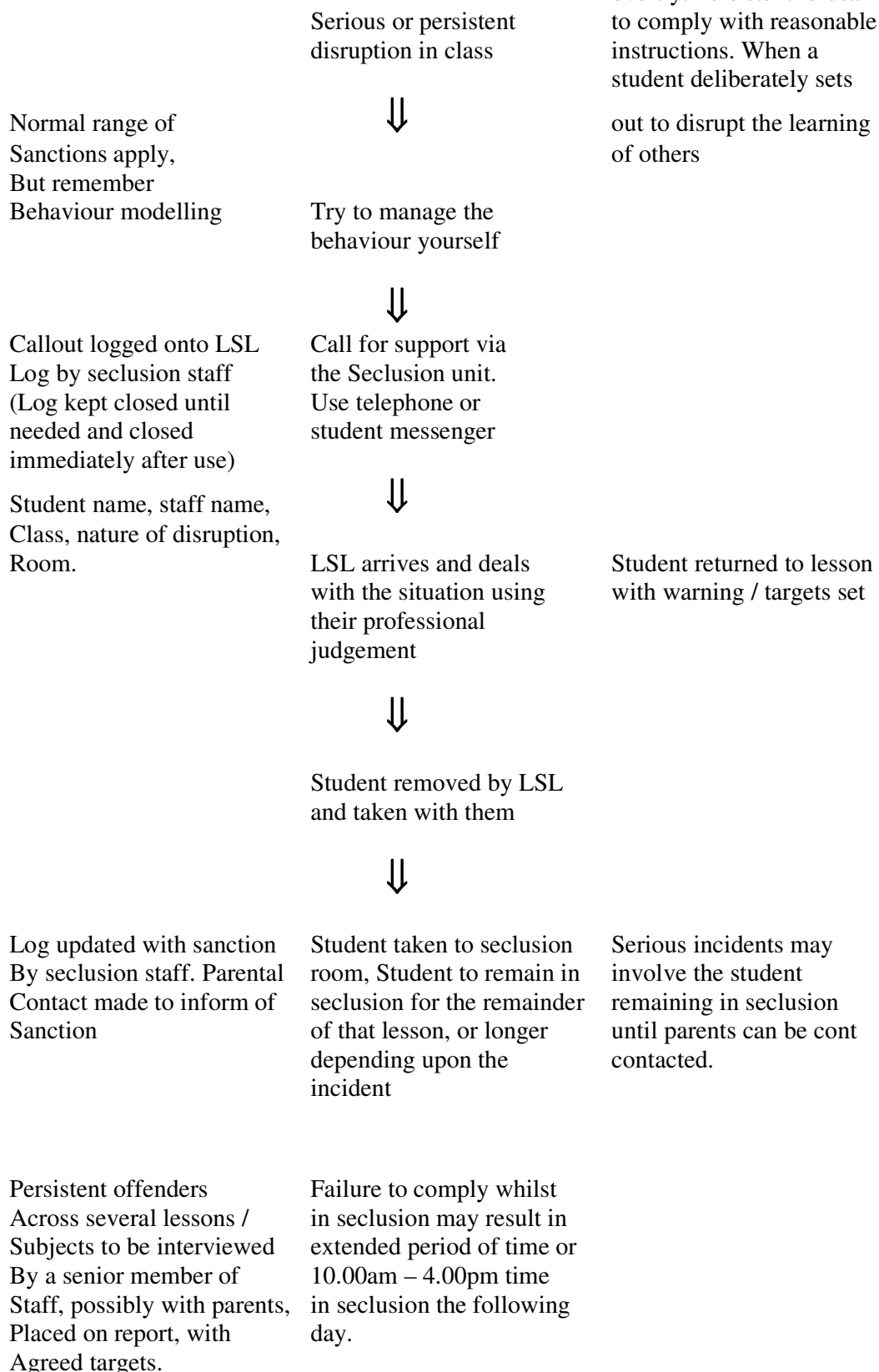
9. Permanent exclusion is used in extreme circumstances when a change of school is the only way forward for both the students and the school. A formal exclusion meeting is held with parents, an LA officer and three Governors.

NB The Governors Disciplinary Committee meets regularly to discuss any fixed period exclusions and any other student disciplinary matters.

All exclusions, fixed period and permanent are made following the LEA procedures.

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Leadership Support for Learning



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NB The use of force to control or restrain students. There are occasions when the restraint of students is necessary. Teachers or other members of New Charter Academy staff in charge of students may use reasonable force to prevent students from:

- committing a criminal offence
- injuring themselves or others
- causing damage to property, including their own property, and
- engaging in any behaviour which has a negative impact on maintaining good order and discipline at the school or on other students

However, New Charter Academy recognises that such physical restraint should only be used in exceptional circumstances, not a regular or routine act.

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