

BEHAVIOUR POLICY



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Contents

Section	Content	Page
1	History of most recent policy changes	3
2	Context	4
3	Vision	4
4	Aims of Policy	4
5	Principles	5
6	Basic Expectations for learning at City Academy	5
7	Lesson scoring	6
8	Follow up to lesson scoring	6
9	Outstanding practice ensuring positive behaviour for learning	7
10	Rewards	8
11	Systems for managing behaviour that does not meet the basic expectations	9
12	Monitoring behaviour and Stages of Support	10
13	Dealing with Bullying	12
14	Offsite behaviour	13
15	Monitoring the effectiveness of the policy	13

2 Context

City Academy is a 950 place mixed gender academy situated in East Central Bristol. It serves an area of high deprivation and take students mainly from the local community (Lawrence Hill, Barton Hill, Easton, St Pauls, St George and Whitehall). The student profile is multi-cultural, multi-ethnic and multi-faith, with over 46 different languages spoken and 47.42% of students speaking English as an additional language. 34.3% are free school meals, 70.8% Pupil Premium and approximately 16.8% students are special educational needs.

Bristol is eighth largest city in the UK, with a population of approximately 437500. 18.7% are children with 28% of those being BME (Black Minority Ethnic).

3 Vision

City Academy is a warm, welcoming school where everyone is valued. We believe that "**Every student a graduate -Every student a leader**", because we believe that each and every student has the talent and potential to succeed. At City Academy we aim to promote equality and tackle any form of discrimination, but more than that we believe in equity. We want to ensure that not only do our students have opportunities but they also have access to those opportunities. We seek to remove any barrier to access, progress, participation, achievement and attainment. We are able to do this by providing a broad and balanced curriculum both in and out of the classroom through structured lessons, Learning Family Time and assemblies. The learning experience we provide to our students aims to eliminate discrimination, advance equality of opportunity and foster good relationships.

Our vision is built on the following values:

Challenge - We challenge our students in their lessons, we challenge ourselves around our performance and delivery.

Trust - We constantly build trust with our community by being honest, transparent and welcoming of external review.

Commitment - We demand the commitment of the staff to work with our students, the commitment of the students to their learning and the commitment of the community to work with the academy.

We are committed to fulfilling our duty to community cohesion. We promote the notion of pride in living in Britain alongside the British values of democracy, individual liberty, the rule of law and tolerance and respect for those who may have a different belief or culture.

4 Aims of policy

- To create a safe, purposeful, calm and reflective learning environment in which all students flourish and reach their full potential equipped with skills for life.
- To create a culture of learning and aspiration, where achievements are valued and all students are engaged and making progress.
- To create a culture where everyone is **challenged** to take responsibility for their work, **committed** to improving their learning and behaviour and relationships are based on **trust**.
- For all staff, students and parents/carers to understand what is expected of them in all aspects of academy life.
- To create clear, simple and effective systems for rewards and consequences.
- To be well respected in the community and for staff, students and parents/carers to be proud to be part of the City Academy.

- To receive an OFSTED judgement of outstanding.

5 Principles

- Respect for yourself and others is vital for success.
- Positive reinforcement should occur whenever possible; we need to celebrate success, monitor and recognise achievement, effort and progress and acknowledge when students are 'doing the right thing'.
- High expectations are vital in **challenging** students to be successful learners.
- We are here to learn and this must be the **commitment** of both the teacher and student. Students have a right to high quality teaching and learning in an ordered environment.
- Everyone has the right to feel safe and to attend an academy free from discrimination, harassment and bullying.
- Good behaviour is learnt and the academy and parents/carers have a responsibility to teach this. We have a shared responsibility for behaviour and so need to develop collaboration between students, staff and parents/carers and a sense of collective social conscience.
- Rewards and consequences must be applied consistently, fairly and openly.
- Praise/sanctions should be close to the incident.
- Every individual is responsible for their choices and actions and where possible should be given a chance to repair – restorative approach.

6 Basic Expectations for learning at City Academy

	Student responsibility	Staff responsibility
Ready to learn	<ul style="list-style-type: none"> • On time • In uniform • Equipped 	To start the lesson on time and check students are ready to learn. To challenge students who are out of uniform and send them to HOH/reception so that this is addressed. To record students as late on SIMS and the number of minutes they are late.
Excellent effort	<ul style="list-style-type: none"> • Complete all your work • Do your best • Attempt extension work 	To praise and reward effort every lesson.
Academic Achievement	<ul style="list-style-type: none"> • Work is good/outstanding • Meet your subject target • Exceeded your subject target 	Commitment to support all students to make progress every lesson. This should be evident within the access plans for all the classes you teach. Celebrate the achievement of students through displays and rewards.
Conduct	<ul style="list-style-type: none"> • Respect your teacher • Respect other students • Respect your learning environment 	To talk to other members of the academy community in a polite and respectful manner. To model and promote appropriate behaviour. To lead by example and remind students of expectations.
Homework	<ul style="list-style-type: none"> • Homework complete on time • Homework is good/outstanding • Supported others with their homework 	To set regular homework in accordance with the academy policy and ensure marking and feedback supports the progress of each student.

7 Lesson Scoring

As part of each lesson registration, students are scored against the basic expectations. The lesson scoring allows for those students meeting expectations to be recognised and rewarded and for those students who do not meet expectations to be recognised, worked with and sanctioned as appropriate

Score	Description	Consequence
4	Outstanding learner	4 achievement points awarded
3	Meeting expectations	3 achievement point awarded
2	Does not meet expectations, e.g. lack of effort, not ready to learn, low level disruption	No points awarded, behaviour log on sims.
1	Student transferred out of lesson	Behaviour point on SIMS, restore meeting, parents/carers informed

8 Follow up to lesson scoring

Action	Who responsible?	When?	What is done?
Learning facilitator monitoring	LF	Weekly LF review session	Show lesson scoring report to class/ individuals – praise students with all 4s and 3s and have conversations with those getting 2s and 1s. Direct or escort student with 1s to restores
Stage 1 support card	LF	Start of the week or after review session	Any student with multiple 1s and 2s is put onto stage 1 support card and the tutor contacts home.
Weekly monitoring	SLT	Run weekly report	Mentor students on stage 4. Visit lesson hotspots
	Head of House	Pick up students with multiple 2s and 1s across subjects. Also pick up students referred on from learning facilitators.	Move up through the stages of support as appropriate and Contact home. Meeting with parents/carers
modular monitoring	Curriculum/ program leader	Students with 2s/1s in just one subject/ lesson referred on to Curriculum Leader. Rewards assembly	Curriculum detention. Curriculum monitoring Contact home. Certificates and curriculum rewards
	Heads of House	For rewards assembly	Top scoring students rewarded

9 Outstanding practice ensuring positive behaviour for learning

“I am the decisive element in the classroom.

It is my personal approach that creates the climate.

It is my daily mood that makes the weather.

As a teacher I possess tremendous power to make a child's life miserable or joyous.

I can be a tool of torture or an instrument of inspiration.

I can humiliate or humour, hurt or heal.

In all situations, it is my response that decides whether a crisis will be escalated or de-escalated, and a child humanised or de-humanised”

HAIM GINOTT

Students behave differently in different lessons with different teachers and it is generally agreed that there are classroom practices and routines that tend to support positive behaviour for learning. These include:

- Meeting and greeting students and having set procedures for entering the classroom.
- Being clear about where each student will be sitting/working (seating plan).
- Ensuring that students know and understand what is expected of them.
- Having established protocols for quick preparation of working space, for instance exercise books and texts distributed by monitors/in-class supporter.
- Starting the lesson promptly by making clear the context of the lesson and the lesson objectives.
- Focusing on positives, praising good achievement and effort.
- Ensuring that the work is accessible and challenging to all.
- Ensuring that pupils know that they make progress.
- Establishing clear protocols for question and answer sessions (hands up, teacher select, pass the question etc.).
- Treating the students in a respectful way, avoiding personal rebukes or remarks and keeping reprimands professional and based on academy policy.
- Giving clear, polite instructions in a relaxed, assertive tone.
- Dealing with the primary behaviour; “I want you to”
- Ensuring a positive, calm and orderly end to lessons.

10 Rewards

It is generally accepted that rewards are more effective than sanctions in establishing an appropriate learning environment, encouraging success and motivation and ensuring progress and so, at City Academy, we use a wide range of rewards ranging from immediate gratification to much longer term rewards for sustained effort and excellent behaviour.

A ratio of at least 5:1 of positive: negative teacher interactions is seen as the ratio that makes a difference to the day to day atmosphere and ethos of the academy. As most of our students are behaving well, trying hard and making good progress then the numbers of rewards is deservedly high.

		Issued by
Verbal recognition, smile, praise etc.	As often as possible	All staff
Achievement points	One per lesson awarded when a student is meeting expectations. Two per lesson awarded for outstanding learning	Teaching staff, TAs
Special achievement points	One awarded to a student who contributes to the success and positive reputation of the academy	All staff
Phone call or text to parent/carer	Periodically for students who are demonstrating excellent learning behaviour, effort etc.	All staff
Post cards home	Occasional for sustained effort, improvement or outstanding piece of work	All staff
House leader boards display of achievement points	Updated once a week	Head of House
Rewards trip/treat	3 times a year for students who have met criteria e.g. 100% attendance and punctuality, attitude to learning and lesson scores	Head of House
Curriculum certificates/rewards	Once a module for students showing excellent progress, effort, attainment	CL/DCL
Celebration assembly	Once a module celebrating progress, attainment, achievement points, effort and attendance	Head of House

11 Systems for managing behaviour that does not meet the basic expectations

Sanctions are more likely to be effective if they are seen as fair and therefore staff must make sure that they are consistent and reasonable in their use of sanctions.

General guidelines for the use of sanctions:

- Sanctions must be followed through persistently and consistently by all staff.
- It is important to remain calm and make it clear that it is the behaviour not the pupil that is causing concern.
- Students should be reminded of the **choices** that they are making and the **consequences** of their choices so that they have the opportunity to mend the situation.
- Sanctions are more likely to be effective if they are seen as fair and therefore staff must make sure that they are consistent and reasonable in their use of sanctions (7th principle).

Low level interventions such as a non-verbal signals or reminding students of expectations, combined with the use of praise and rewards, should be used in preventing behaviour from escalating to a level that requires interventions.

- The student will be reminded of the expectation and given a warning. They will be made aware of the specifics of their behaviour, the effect on their own and other's learning and the **choice** that they are making.
- If the inappropriate behaviour continues the student will be given a second warning.
- After either of these warnings a student may be asked to 'cool off' outside for a maximum of 5 minutes, the staff member may take the student aside for a quiet word. Ensure the warnings are recorded on the board.
- If the behaviour continues after the two warnings, the student will be transferred, with work, to another class.
- In order to ensure students are picked up for the restore meeting, teachers need to put a behaviour log on Sims and include the action – **Transfer**.
- When a student has been transferred they are expected to attend a restorative meeting **at the end of the school day** so that any issues can be discussed and the following lesson can start with a 'clean slate'.
- Students who do not restore and students who continue to not meet expectations will be isolated (individual circumstances may allow for them being given a second chance).
- Teachers and/curriculum areas will organise their own detentions as appropriate. Students in detention will be given appropriate work and/or an opportunity to reflect on their behaviour. Parents/carers must be informed of any detention that has been given and the reasons for it.
- For those students who are causing repeated concerns and/or are not responding to the academy's support we will put in place our stages of support system (see page 8)
- For any student who demonstrates dangerous, illegal or violent behaviour we will consider carefully the level of exclusion and their place at the academy.

	Possible reasons to include...	Actioned by	Further action
Low level classroom management techniques	Low level disruption	Teacher	None
Transfer	Low level disruption, student doesn't respond to warnings	Teacher	Teacher logs on SIMS and informs parent/carer. Restorative meeting at end of school day.
Individual or curriculum detention	Repeated instances of behaviour not meeting expectations.	Teacher/curriculum leader	Parents/carers contacted
Reflection Workshop	3 or more behaviour points in a week.	Head of House	Meeting with Head of House and Parent/carer
SLT detention	Missed CL/House detention. Two or more CL/House detentions in a term.	SLT	Meeting with SLT and parent/carer
Internal Exclusion	Not restoring or continuing to not meet expectations following restores, aggressive behaviour, use of inappropriate language, poor behaviour around the academy, refusing to follow staff instructions.	Head of House, SLT	Head of House/SLT phones home. Logged on SIMS
Aspire re-focus programme	Repeated high level concern, not responding to academy support.	SLT in consultation with Head of House and Inclusion manager	Meeting with parent/carer
Fixed term exclusion	Violent, abusive or dangerous incident, smoking on site and persistent poor behaviour.	Principal	Meeting with parent/carer (re-admission)
Short term move to a partner academy or negotiated transfer or Aspire full time programme	Repeated high level concern, not responding to academy support. Violent, abusive or dangerous incident	Principal	Meeting with parent/carer (readmission)
Permanent exclusion	Extreme persistent defiance, extreme case of violence, abuse or illegal and/or dangerous behaviour, persistent disruptive behaviour	Principal	Right of appeal

12 Monitoring behaviour and Stages of Support

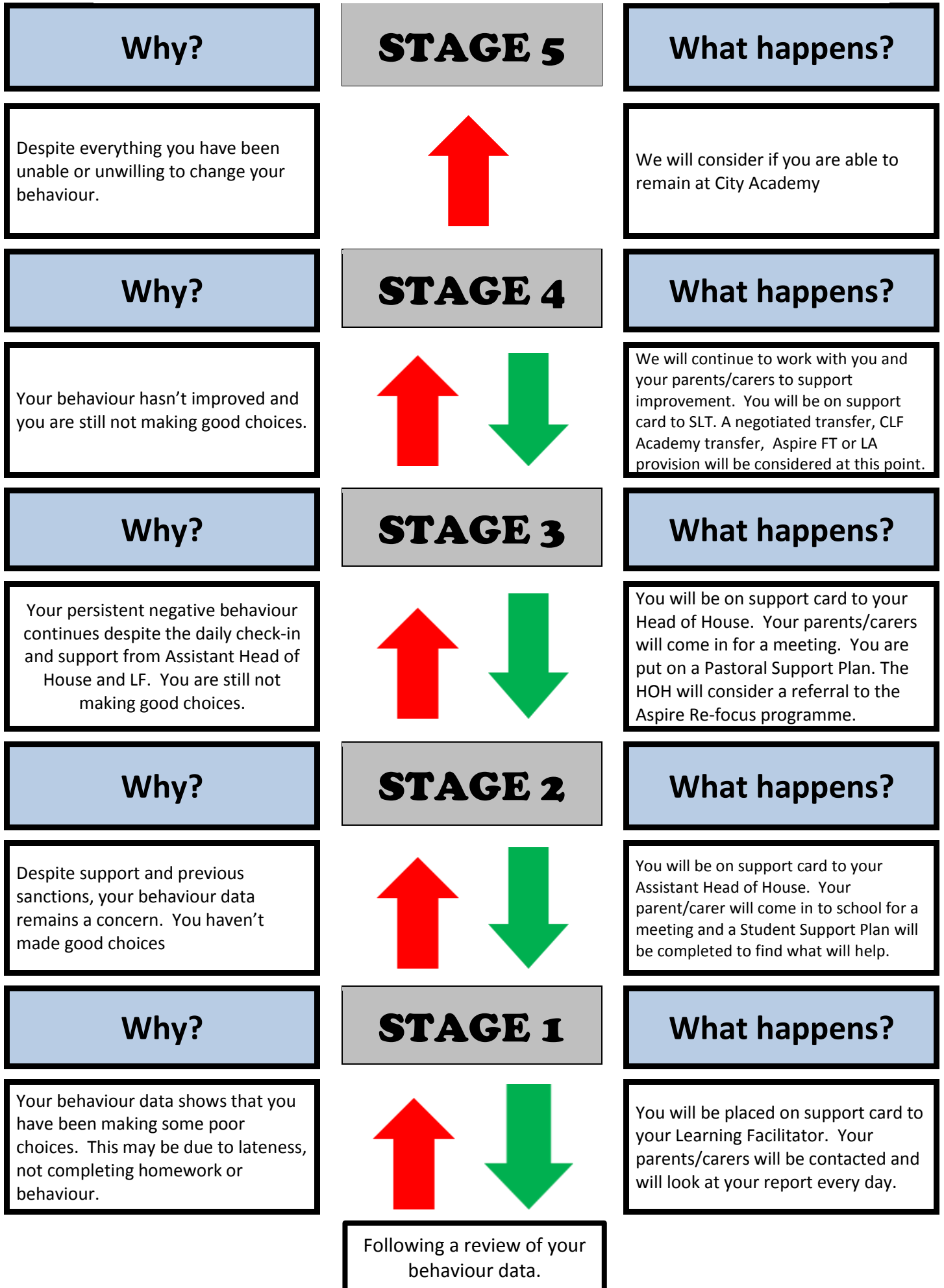
The majority of students at City Academy behave well in lessons, make good progress and receive far more positive points than negative points.

It is a role of the learning facilitator to monitor the behaviour of all their learning family and it is expected that learning facilitators use SIMS data to initiate discussions with the students.

Students whose behaviour is not meeting expectations are put onto a stage system of support.

When it is felt that students have successfully completed a stage they work their way 'back down' through the stages.

City Academy: Stage Support



Getting the basics right: consistency is key, we need everyone to be on top of this in order to have an impact, reinforce the basics and support each other.

Phones etc. – phones and other electronic devices should be off and out of sight. If you see a student using a phone please take it off them and put it in the main reception office. The office staff keep a log and Heads of House deal with repeat offenders. If a student refuses to hand over a phone please tell the Head of House or SLT **ASAP**.

Uniform – no student should be in trainers, leggings or jeans; if they are they should be sent to the house office to change. Hoodies should be off and in a bag. If a student is wearing a hoodie please take it off them and pass to the reception. The office staff keep a log and Heads of House deal with repeat offenders. If a student refuses to hand over a hoodie please tell the Head of House **ASAP** For any other uniform issue (e.g. no tie) the student should have a dated note signed by their Head of House.

Language – swearing is not appropriate and we should **all** challenge students who swear, use homophobic, racist, sexist or other inappropriate language. Please use your professional judgement but if the language is extreme or directed at you then inform the Head of House/SLT duty **AS**

13 Dealing with Bullying

At City Academy we are committed to creating a safe, purposeful, calm and reflective learning environment in which all students flourish and reach their full potential equipped with skills for life, and so, bullying of any kind is unacceptable. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. The City Academy has a responsibility to respond promptly and effectively to issues of bullying we take the issue of bullying very seriously.

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms including cyber-bullying via text messages or the internet and may be motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted, fostered or has caring responsibilities. It may be motivated by actual differences between children or perceived differences.

Any incident of bullying should be reported to a member of staff. This member of staff will then inform the relevant Head of House who will investigate.

Depending on the extent of the bullying, there are a number of outcomes:

- If appropriate, there will be a restorative meeting between the bully(s) and victim(s).
- Parents/carers may be informed and asked to come to discuss the issue.
- The bully will be asked to reflect on their behaviour and its impact – often in reflection time.
- Depending on the severity of the bullying, additional sanctions may be applied (in line with the academy policy).

After the incident has been investigated and dealt with, each case will be monitored by the Head of House to ensure repeated bullying does not take place.

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the incident will be referred to the named person.

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassment, threatening behaviour or some communications could be a criminal offence. If it is felt that an offence may have been committed, the incident must be referred to SLT will seek assistance from the police.

14 Offsite behaviour

Schools have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

We expect students to be good ambassadors for City Academy and so the "Systems for managing behaviour that does not meet expectations" will hold for

- any behaviour that does not meet our expectations when the child is:
 - taking part in any academy organised or academy related activity or
 - travelling to or from City Academy or
 - wearing the academy uniform or
 - In some other way identifiable as a pupil at City Academy.
- or behaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the academy or
 - poses a threat to another pupil or member of the public or
 - Could adversely affect the reputation of the academy.

Where bullying outside the academy is reported to academy staff, it will be investigated and acted on as per the bullying section of this policy.

If the behaviour could be criminal or poses a serious threat to a member of the public, the police will be informed.

15 Monitoring the effectiveness of the policy

The following data will be collected and analysed over the year in order to monitor the effectiveness of this policy:

- Achievement points
- Negative behaviour points.
- Transfer/restore data
- Reflection workshop referrals.
- Isolation data.
- Exclusion data.
- Alternative provision referrals (Internal and external).
- Negotiated transfers and transfers to partner academies.
- Use of Staged support system.
- PSS referrals.
- Bullying incidents.
- Attendance data.

Policy to be reviewed: January 2017