

BARNSLEY ACADEMY

BEHAVIOUR POLICY



Barnsley Academy
The best in everyone

Introduction

1. The principles upon which this Behaviour Policy is based are that behaviour and responses to behaviour are such that good behaviour is positively modelled and poor behaviour is consistently addressed.
 - Barnsley Academy works to ensure that students behave well. It is clear, however, that such a desire requires consideration of many broader issues including those to do with the quality of relationships, equal opportunities, curriculum content, teaching and learning styles, parents and structures and systems in the Academy. Behaviour management is seen within the context of promoting a caring, stimulating and effective learning environment.
 - In promoting good behaviour the encouragement of attitudes such as self-esteem, respect, self-discipline and co-operation are important. The creation of these attitudes will happen through explicit programmes of study such as PSHE, use of our 'Values Board' to permit a consistent approach across all lessons and a general adoption of our core Mission and Values in all areas of the Academy and at all times of the day.
 - The ethos of Barnsley Academy is one of high expectations for all students. Such expectations help to create a culture where good behaviour is not imposed but is a normal part of school life. This blend of ethos, good organisation, a whole school approach and teaching styles that reflect positive values, centred on the six agreed values displayed in every classroom. underpin the Academy's philosophy.
2. The Governing Body of the Academy, The Principal and all staff, are involved in annually reviewing this Behaviour Policy and each have distinct roles in being responsible for monitoring its impact and effectiveness.

Policy Structure

3. This Behaviour Policy has three major elements:
 - a) The whole academy policy to provide a clear structure and operating procedure;
 - b) An effective implementation element linked to staff development to ensure consistent and effective application;
 - c) A policy on the management of individually difficult behaviour.

The Whole Academy Policy

4. Poor behaviour is often and unfairly associated with vulnerable students and those with special educational needs. A high level of appropriate and monitored support is made available to vulnerable groups of students in the Academy, including those with special educational needs, migrant and refugee pupils and looked after children. This is achieved through case-loading groups of students to a Special Inclusion Team, managed by the Inclusion Co-ordinator under the leadership of the Learning Director for Inclusion. Accurate and up-to-date registers for Vulnerable students and those with Special Needs will be maintained. These registers are made available to all Teaching Staff and are used as part of the lesson planning process. Barnsley Academy will always work closely with the Local Authority and other Agencies to provide a seamless level of care and support.
5. All members of the Academy community have the right to receive and a responsibility to demonstrate respect:
 - For themselves, (in attitudes, aspirations and effort)
 - For each other and others, (for their differences, achievements, etc)
 - For the environment, (the school fabric, others belongings, the natural world)

One stated value, displayed, in every room is that **we value each other**.

6. Our values should be emphasised and adhered to in every subject lesson. All staff members are expected to strongly model this behaviour in all their dealings with students and in their lesson delivery. This applies equally to all areas of the Academy.
7. Consistently high expectations must be the norm in the day long experience of our students. To this end teachers are encouraged to set Personal Best targets of behaviour and work, reward them when they are met and challenge when this standard is not met.

Teaching and Rewarding Good Behaviour

8. Teaching and rewarding positive behaviour is at the heart of our policy. It is based upon the premise that recognising and praising good behaviour leads to good learning behaviour, more co-operative attitudes and high achievement. All members of staff are expected to consciously and consistently recognise and praise students in relation to their achievements, their good behaviour and the contribution they are able to make to their own, and each others, learning.

This includes:

- Listening to pupils, smiling, making eye contact and calling students by their given name.
- Building in opportunities for success for all pupils, through good differentiation, and seeking to identify achievement, no matter how small, and recognising this appropriately with the student.

- Giving responsibility to support a student's sense of self-worth.
- A reward system which includes the setting of a new Personal Best level of work or behaviour
- A system of tangible rewards such as letters home, certificates, trips, etc.

Responses to Difficult Behaviour

9. All difficult, disruptive or dangerous behaviour is tackled and followed through with corrective actions where possible, and without exception. The aim is to provide a well-structured, consistent and safe environment at all times of the Academy day and where teaching and learning can take place without interruption.

10. Responses to difficult behaviour are:

- firm, predictable and consistently applied and recorded on the eportal system
- proportionate to the behaviour which has been exhibited and its frequency
- tackled with the support of parents and carers at an early stage
- based on helping students 'change' and develop more positive behaviour

The specific mechanisms for dealing with difficult behaviour are twofold.

In the case of **low level unacceptable behaviours** these will be managed through hierarchical 'partnerships of referral' involving the learner, the teacher and the parent/carer, with referral upward if necessary to the teacher's Curriculum Team Leader and the child's Tutor and Head of House.

A '**buddying**' system within each team allows a child to be relocated from her/his normal lesson to a colleague's class. Whenever such intervention is necessary it is vital that the parent/carer is informed that such action has had to be taken.

Stubborn repetition of low level disruption should be reported to the relevant Key Stage and Year Group Learning Mentor and the Learning Director for the Key Stage. Other agencies may also be engaged in helping with behaviour modification.

Low level poor behaviour at Break or Lunchtime will be dealt with by members of the Senior Team on duty and is likely to include a response of the child being close supervised for a short or longer period of subsequent Break or Lunchtimes.

In the case of **immediate serious disruptive or dangerous behaviour**, immediate support will be provided by the Learning Mentor Team with direct referral to the Key Stage related Learning Director who in turn may seek the Principal's support to determine the most appropriate course of action to ensure each learners safety.

Furthermore a **published rota of Senior Staff** will be available to support dealing with such serious incidents.

Implementation linked to staff development and classroom management

11. Staff induction and development includes elements of good classroom management and organisation to create predictable structures and routines. This includes training in the causes of positive and difficult behaviour, the power of raising self-esteem and useful interactive strategies for relating and responding to students' behaviour. We emphasise the central role of an appropriate curriculum, differentiated delivery, different learning styles of students and engaging, challenging delivery.

Poor behaviour should never be allowed to pass unchallenged.

12. Teachers' regular and consistent use of our Values Board, to promote high expectations, is critical to our maintaining levels of good behaviour.

The Pre-Emptive Management of Anticipated Difficult Behaviour

13. The Academy's preference is to manage its systems so that learners at risk of exhibiting serious disruptive or dangerous behaviour are supported to overcome any barriers to their learning before such behaviour arises. By working closely with parents and external agencies, and using data intelligently, each Learning Mentor will provide the structure and routine necessary to make all students, but particularly those at such a risk, feel safe, secure and ready to learn. However for some it will be necessary to do a detailed assessment followed by the development of an individual behaviour support plan in consultation with the students and parents or carers.

14. In such cases, the student will automatically be placed on the register for students with special educational needs. Further Learning Mentor support will be provided and there will be a whole school application of the chosen goals and strategies. Staff will check carefully to see that the curriculum and its delivery are fully appropriate and not contributing to the behaviour problems.

Classroom Management and Practice

15. It is expected that there will be courteous and respectful interaction between teacher and students creating a friendly, respectful and purposeful atmosphere, and that interaction will meet professional expectations at all times.

16. All students are required to use their Planners in every lesson and are expected to have the necessary equipment for learning. When students arrive without the correct equipment then the teacher should inform that child's tutor so that the matter can be addressed.

17. All staff will be involved in the development of appropriate and varied learning and teaching styles, with high expectations, in order to raise standards of

18. In normal circumstances **the primary responsibility for disciplinary matters within the classroom lies with the class teacher** supported by the Curriculum Team Leader. In order to ensure that there is a seamless approach to the social and academic achievement of students, the student's Personal Tutor – and if required, other Senior Member of Staff – must be kept fully informed of any issues which arise.

Home/School Partnerships

19. At the heart of Barnsley Academy's ethos is the importance placed on the partnership between parents and the Academy – and increasingly the students, as they get older – in the development of the student and his/her achievement.

20. Every New Year 7 student will undertake a 'Graduation into Barnsley Academy' two day induction, prior to the start of the academic year, based on our agreed Values.

21. Barnsley Academy undertakes to give parents regular and frequent information about their student's progress in his/her academic and social development. This reporting to parents includes achievement against targets, attendance data and attitude data.

22. Barnsley Academy also undertakes to ensure that contact with parents is made at an early stage when signs of a problem emerge. A range of contracts are used to reinforce the positive behaviour and sanctions agreed at the meeting between parents, student and staff. These include Acceptable Behaviour Contracts issued in collaboration with South Yorkshire Police.

Actions and Sanctions Relating to Unacceptable Behaviour

23. **In extreme cases** Academy Staff will use their legal right to use reasonable force, as a last resort, with a student, should that student be judged to be posing a physical threat to themselves or others, causing a very serious disruption to the good order of the Academy or potentially causing damage to the premises through their behaviour. In every case such actions should be recorded and handed directly to the Principal. Guidance on the proper use of

24. In cases of **persistent poor behaviour**, including persistent low level disruption, persistent lateness, etc. any teacher at the Academy may issue students with a detention for their misconduct. In such cases parents will be given 24 hours written notice of the details of this detention which may be for up to one hour beyond the end of the normal day.
25. At any point in the Academy day, any teacher may confiscate any items from a student which are deemed to be causing a disruption eg. to their own learning, the learning of others or the conduct of themselves or others. A child refusing to comply with such a confiscation is considered to be failing to accept the proper authority of the Academy and this is then dealt with as serious misbehaviour.
26. The Academy will take disciplinary action against any student, upto and including Exclusion, whether the unacceptable behaviour concerned happens on the Academy's premises or off-site. This includes events which may happen during visits, on the journey to and from the Academy, or indeed at any time eg during weekends, vacation periods.
27. The Academy will strictly follow the latest Exclusion Procedures as published by United Learning Trust. All Fixed Term Exclusions will result in a formal meeting with Parents/Carers before readmission will be permitted.

On readmission from a fixed term exclusion a clear set of guidelines and actions will be agreed, which may include some further restriction of privilege for an agreed period of time.

This Document has been approved by the Local Governing Board

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Mr Alan Millward – Chair of Governors
On behalf of the Local Governing Board

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Dated