



Behaviour for Learning Policy

2019-2020

We will provide a learning environment that empowers, challenges and encourages individual success and responsibility.

Member of staff responsible:	Headteacher
Adopted	September 2015
Date of Fifth Review:	September 2019
Next Review	September 2020

Rationale

Acceptable behaviour underpins the learning environment at St Matthias Academy. Pupils learn to accept that they are responsible for their own behaviour, and by developing their relationships with other children and adults they become successful learners.

Many pupils attending St Matthias Academy will have experienced difficulties in meeting the demands of mainstream education. They will have experienced many sanctions, and often rejection. Within the structured and consistent educational setting of St Matthias Academy, we aim to concentrate on rewarding positive behaviour where at all possible.

Acceptable behaviour is a way of life and therefore extends beyond lessons and the school boundaries. This includes punctuality in arriving at and leaving school, wearing school uniform and behaving appropriately in the neighbourhood at the start and end of the school day.

Philosophy

- To identify and reinforce the highest professional standards which exists within the school
- To establish a policy of consistent professional practice within which the expected, positive behaviour of pupils is more likely to occur. Behavioural boundaries, though not rigid, are inflexible, and may be stretched only when staff believe there is exceptional reason.
- To create a climate in which bullying and disruption are minimized and where work expectations and positive relationships based on mutual respect are encouraged.
- To always value pupils, and challenge only their behaviour, thus protecting self-esteem.
- To emphasise the importance of acknowledging academic, social and emotional progression involving parents/carers and external agencies working with the pupil.

Principles

The basic principles underlying this behaviour policy are consistent with the aims of St Matthias Academy, which are:

- Provide a stable caring environment where progress and success are appropriately celebrated and to foster a feeling of belonging to St Matthias Academy.
- Assess and provide for the educational, social and emotional needs of the pupils.
- Develop an individual and school curriculum that is well structured and takes account of individual needs and weaknesses.
- Develop self-confidence and educational competence.
- Encourage self-awareness and an understanding of responsibility to others within the school and community.
- To acknowledge the role parents/carers play as primary educators of their child and to develop a supportive partnership with them.
- To value and appreciate one another irrespective of age, gender, sexual orientation, special educational need or race.
- To demonstrate understanding, empathy, warmth and genuineness within working relationships, while still challenging unacceptable behaviour when necessary.
- Promote alternative strategies, negotiation and coping skills that can be used to avoid confrontation or to deal with confrontations appropriately.
- Encourage and prepare as fully as possible for a return to school or alternative education provision.
- Prepare pupils for the opportunities, responsibilities and experience of adult life.

Staff Guidance

- All staff are to read and sign up to the Behaviour for Learning Policy on joining the team or whenever the policy is revised.
- All staff are expected to use the points system consistently and appropriately. In this system positive behaviour is encouraged and rewarded. Pupils clearly understand what the expectations are. The following guidance gives further suggestions on how teachers can encourage pupils to behave well and how staff can respond to inappropriate behaviour as it occurs.
- Detailed guidance on the following will be found in specific related policy documents: Anti Bullying, Substance Abuse, Positive Contact, LA Use of Reasonable Force, Equal Opportunities and Race Equality.
- Well planned lesson preparation and organization should be shared between the teacher and Learning Support Assistant (LSA) or Learning Mentor involved in the delivery of the lesson.
- Learning should be challenging, relevant and fun.
- Pupils are more likely to behave well if lessons are carefully prepared, well organized and differentiated to the individual learning styles and age related expectations. Lessons should not be differentiated by levels of support.

- Meticulous planning should involve setting work using previous assessments. All necessary materials should be available before each lesson. Marking should be kept up to date and be constructive, indicating to pupils what they should do to improve their work (see Marking Policy).
- Ensure that items, which are not needed, are not left around, - crayons, felts, scissors etc. Particular care should be taken with any keys.
- Pupils' entry to and from rooms should be supervised and calm.
- Give adequate time before the end of a lesson to award points for the lesson. It should not occur as the next group is arriving, to avoid groups of pupils wandering around the room.
- Start and end lessons on time. Pupils should come in and expect to sit down on chairs at tables and start learning immediately.
- Vary teaching techniques and pupil tasks. Practical work is often beneficial, as are a range of short tasks.
- Ensure the work is relevant and meaningful to the pupils. There is no educational merit in copying or undertaking work where there is no understanding or learning. Careful consideration of individual reading ability and IBP targets should be taken into account.
- Take account of pupil interests. Well-motivated pupils are better behaved.
- Pupils should be usefully and constructively engaged in their learning throughout the lesson. Have additional extension work or activities ready for pupils who complete work before others.
- Try to maintain a balance between allowing inappropriate behaviour to dominate the lesson and avoiding confrontation. Careful consideration should be given to the appropriate use of support staff and teaching staff.
- Ensure your classroom is tidy and has attractive displays of pupil's learning, which are regularly changed.

Learning Ethos

- Be welcoming to pupils as they enter your classroom
- Remember that encouragement works better than punishment.
- Consider non-verbal behaviour in the classroom - posture, gesture, facial expression, also tone of voice etc. can affect the atmosphere of the classroom.

- Be aware of the effective use of voice and its volume and adopt a non-confrontational approach.
- Pupils should not leave the room until the end of the lesson or with the staff's permission and must stay on site during the school day.
- Pupils should be encouraged to use appropriate language at all times.
- Pupils who behave well should be praised carefully. Public praise can sometimes be embarrassing or difficult for the young people to cope with.
- Praise should always be personal and specific and be for effort as well as achievement.
- Have realistic expectations of all pupils.
- 'In class' rewards for good behaviour can be awarded to pupils as part of the school points system. When possible pupils should be allowed to visit Senior Staff to praise behaviour or work that is above expectations. This should also be noted on daily/weekly reports.
- Discussions about learning should be part of the gathering of evidence for the Progress File.
- Be prepared to constantly start afresh and make an effort to make and maintain positive relations with all pupils.
- Be seen to be fair.
- Work towards enhancing pupils' self-esteem. Plan for success and 'catch them being good'.

Environment

- Keep our workplace a nice place to be.
- Encourage respect for the school environment.
- Keep your class clean and tidy and insist pupils do likewise.
- Clear graffiti immediately if possible or inform the caretaker and Senior Staff.
- Remove or repair any damage or inform the caretaker and Senior Staff.
- Keep displays of pupils' learning regularly updated and attractive in classrooms and central corridors.
- Have litter bins available and ask pupils to pick up litter.

- Drinks and food should be available at break/lunch times, but not during lesson times. Pupils should not be allowed to chew gum at any time.

Unstructured time

Management of *free time* to ensure it is safe for all.

- Unoccupied pupils are more likely to become bored. Good planning and provision of a variety of activities in free time should help encourage good behaviour.
- Pupils should be adequately supervised before and after school both inside and outside of the building.
- Breakfast club should be a time for staff and pupils to set the right atmosphere for the day.

Uniform

We expect pupils to wear the following uniform:

Plain black shoes/trainers (no logos)
Plain black trousers/skirt (not short)
White polo shirt/school shirt
Black headscarf (for religious reasons)
School sweatshirt (provided)

Polo shirts will be provided for physical activities, which will be handed out at the beginning of the activity and returned at the end for laundering. Pupils should bring in their choice of trainers, jogging bottoms and any other agreed equipment for these sessions.

Items of Value

Valuable items such as mobile phones, personal stereos, jewellery, money, bus passes and keys cannot be protected from theft or damage while in the possession of pupils. We offer a personal wallet for safekeeping of these items, which is then locked in the administrative office. Possessions can be retrieved temporarily at lunch time and will be returned to pupils at the end of the school day. Any pupil seen with a mobile phone on them after the start of the day will be asked to place it in their personal wallet, to prevent unnecessary disruption to learning in lessons.

Behaviour Management

Strategies and Procedures for Success

- Praise is very important for all pupils, as it provides feedback and recognition for their appropriate behaviour. By providing positive feedback, staff help pupils to see their progress.

- **At Trigger Point**
 - Allow pupil to walk away for a while
 - Consider whether it is worth dealing with the situation there and then, or whether to 'bank' it and deal with it later
 - Acknowledge the fact that the pupil is in difficulty and promise some time to talk later
 - Ask low key questions
 - Divert attention or use humour
 - Try a change of adult (if possible)
 - Try to avoid placing the young person in a position from which they cannot back down without loss of face
 - Let the pupil know that you are expecting them to manage their behaviour
 - Always try to stay calm.
 - Remind a pupil of the points system to help them stay on target.
 - Make it clear exactly what behaviour you wish to see and warn pupils that poor behaviour will affect the amount of points gained in this lesson and could affect their choice of reward options.

- **During Escalation**
 - Separate the pupil from the group or the group from the pupil to reduce an audience, if necessary.
 - Allow pupil to go outside for fresh air
 - Stay calm and keep a low/quiet voice
 - Keep talk to a minimum
 - Allow physical outlet – running, pacing

- **During Rage**
 - Ensure pupil and staff safety
 - Avoid confrontation
 - Remove from audience, or remove audience if not already managed
 - Consider whether containment is necessary
 - Allow a safe exit

- **During De-escalation Period**

- Encourage the pupil to calm the physiological symptoms – breathing, mirroring, talking calmly, reassurance
 - Avoid being judgmental
 - Ask pupil what they need and respond, if appropriate
 - Do not conduct an investigation
 - Take them away from the situation and other people
 - Allow them to work on their own, if appropriate
 - Provide them with some control so they do not feel trapped
 - Offer the opportunity to repair any damage caused
- Refer situation to Senior Staff who will decide next steps, eg to give serious reprimand, request meeting with the parents or exclude. If no Senior Staff are present this will have take place later but the pupil should be informed that Senior Staff are now dealing with the outcome.
 - Repetitions of low level misbehaviour by the same child may need referring to Senior Staff.
 - Serious incidents must be recorded and passed to the Headteacher.
 - If appropriate, pupils will be offered a Restorative meeting to resolve the conflict

Exclusion is a very extreme step, and often inappropriate behaviour is the result of anxiety or distress. However, St Matthias Academy needs to be a safe place because of the nature and vulnerability of the pupils. Exclusions will therefore only be considered by the Headteacher, Deputy or Assistant Headteacher in the following circumstances.

- Long term misbehaviour, i.e. bullying or persistent disruption which is hindering the learning of others and which has not responded to any other strategy.
- Assault on any member of the school community.
- Serious wilful damage or theft.
- Possession of drugs (procedure in line with Drugs Policy)
- Possession of weapons (procedure in line with DfE guidance: Power to search without consent)
- Smoking in the building
- Walking off site without permission

Each incident and pupil will be dealt with on an individual basis.

When all other strategies have been used staff may need to use positive contact. In extreme circumstances the police should be called for immediate assistance.

Positive Contact (See also Positive Contact Policy)

More detailed advice can be found in the DfE Guidance: Use of reasonable force

All staff will be trained in appropriate positive contact techniques (and this should only be practiced after such training).

- Positive contact will only be used to prevent a child from harming her/himself or others, damaging property or causing serious disruption.
- Holding will involve a minimum of two members of staff unless in an emergency situation and minimum reasonable force should be used to avoid injury.
- Positive contact will only be used as a last resort.
- Parents will be informed of any positive contact.
- All serious incidents are recorded in on Sleuth and the pupil's current student file and log, using the correct documentation found in the shared V:drive. This will also contain records of all instances of positive handling. Any record of positive contact will be available for the parent/carer of that pupil to examine if they wish in a format that does not identify other pupils involved in the incident. Copies of reports of Serious Incidents involving positive contact should be passed to the Headteacher for inclusion in the school's incident recording folder (See Positive Contact Policy).

Weapons

More detailed advice can be found in the DfE Guidance: Power to search without consent

- If a member of staff suspects a pupil is carrying a weapon of any description they will ask that pupil to volunteer any weapon or empty their pockets. This will be done calmly and in private. Staff may choose to ask Senior Staff to do this, or request another member of staff to act as a witness.
- Staff will never subject a pupil to a search. If the pupil refuses to comply in emptying pockets, Senior Staff will be called. If necessary the Police will be called to ask their advice in the first instance and if necessary request they attend to search the pupil.
- Any confiscated offensive weapon will be securely locked away and will only be released to the Parent/carer in person or the Police. It will not be returned to the pupil under any circumstances.

- It must be made clear to parents and pupils that we will not allow weapons of any description to be brought onto school site or on any school activity off site.

Procedure for dealing with allegations of assault/abuse against members of staff

More advice guidance can be found in DfE guidance: Dealing with allegations of abuse against teachers and other staff

- All members of staff involved in or witness to serious incidents should make a detailed contemporaneous report that should be shown to Senior Staff, placed in the incident file and on the pupil's file.
- Following any complaint a decision will be made as to whether the parents, Academy Council and/or LA should be informed about any action taken so far, and to seek advice if relevant.
- If a pupil wishes to complain about any restraint used by staff, the complaint should be written down. (This can be done for the pupil if writing presents a problem but should be in the pupil's own words and preferably by an adult not involved in the incident), then presented to the Headteacher to investigate further.
- If the Headteacher is satisfied that the course of action was correct and no breach of policy has occurred she/he will: notify the pupil, notify the parent/carer, record the outcome onto the pupil file.
- If the Headteacher concludes that the complaint is one of possible child abuse she/he will immediately notify the LA and Chair of Academy Council in accordance with LA policy on Child Protection.
- In cases where any complaint is under further investigation the member of staff should be fully informed and given copies of all information and given the opportunity to seek professional advice.
- The Headteacher may need to invoke the disciplinary procedure of the LA in relation to the member of staff.
- If the complaint involves the Headteacher, the LEA and Chair of the Academy Council should be informed in order to investigate further.

Procedure for dealing with allegations of assault on members of staff

- The member of staff reports the complaint to the Headteacher. This can be done verbally initially but should be followed up in writing as soon as possible with reports by any witnesses.

- The Headteacher should provide immediate and ongoing support to the staff member to deal with their reactions to the assault and restore their confidence.
- If serious, the assault should be reported to the Chair of the Academy Council. The member of staff should receive a copy of this report.
- The member of staff always has the right to report the assault to the Police as an individual or ask the Headteacher to do this.
- If the member of staff wishes their professional organization or trades union should be informed and invited to attend any meetings or discussions relating to the assault.

Restorative Approaches

Wherever possible, St Matthias Academy will seek a restorative approach to incidents. This process does not assign blame, but encourages pupils to look at their own and others' behaviours with a view to providing a positive outcome for all involved. Following an incident, the pupil/s and parent/carer are invited to a Restorative meeting at which the pupil/s are encouraged to think about the following:

- What happened
- How they felt at the time
- What they were thinking at the time
- Who was affected by what happened
- How they feel about it now
- Repair and the future

This process may be repeated with other pupils who were involved and may culminate in a group session where everyone is encouraged to contribute to the repair process. Through using this approach, pupils are taught to take responsibility for their own actions.

Rewards and Sanctions

Wherever possible, positive behaviour should be rewarded. Pupils should be reminded that rewards are automatically available, and are only unavailable when unacceptable behaviour occurs.

Rewards

Points System

- Points are awarded to each pupil for every lesson. Lesson points are awarded by the teacher, Learning Mentor or Learning Support Assistant. 13 points can be awarded for each lesson in the following way:
 - 1 point for arriving quietly and on time,
 - 1 point for sitting on a chair and being ready to learn,
 - 1 point for speaking respectfully in an indoor voice,
 - 1 point for staying in lesson and not opening doors,
 - 1 point for asking politely for help and waiting patiently,
 - 1 point for treating and using resources safely,
 - 1 point for listening to others and staff instructions,
 - 1 point for allowing others to learn,
 - 2 points for achieving each of the two behaviour targets,
 - 3 points for evidence of learning throughout the whole lesson,
 - 1 point for using literacy skills

- Points are totalled by pupils for each day.
- At the end of the week points are totalled and used to decide which Friday afternoon options the pupil may choose to go on. Those with the most points have first choice (made in assembly after Friday lunchtime) but 400 points are required to do the option which involves going offsite. Points less than 280 require the pupil to complete at least one hour catching up on missed work due to misbehaviour/unauthorized absence.

Other rewards

- Pupils who have attended punctually for five days in a week receive a certificate in Assembly. This is displayed on the attendance board.
- Certificates and small prizes may be awarded for achievement in curriculum subjects and in offsite activities.
- Work can be shown to the Headteacher
- Phone calls can be made home with the pupil present
- A letter can be written to parents/carers.

Sanctions

Sanctions are necessary to maintain reasonable order at St Matthias Academy. They should be applied fairly and consistently without undermining pupils' sense of responsibility or self-respect. When misbehaviour occurs, staff should be prepared to manage it in a planned way; calmly, quickly and consistently. Sanctions are most effective when given as soon as possible after the inappropriate behaviour has occurred. Sanctions should not be physically or psychologically hurtful, nor should they embarrass or humiliate a pupil. Attention given to the pupil demonstrating inappropriate behaviour should be limited, while praising those around that are learning and behaving appropriately.

Low level disruption should always be managed in the classroom, or by staff when and where it occurs using the strategies mentioned previously. If disruption persists or starts to escalate and the pupil has been given a warning, the following sanctions may be used:

- low number of points awarded, leading to loss of choice of options on Friday afternoon;
- break detentions may be given,
- pupil may be asked to work away from the group;
- damages will be paid for;
- send pupil to see a member of SLT;
- parents/carers may be telephoned;
- missing work has to be done during free time ie detention;
- a letter may be written home;
- the pupil may be sent home (decision to be made by SLT);
- a pupil may be placed on Head's Report
- parents/carers may be called in to discuss behaviour with teacher/Headteacher;
- exclusion (decision made by Headteacher)
- a Personalised Learning Programme may be introduced, with time limited reviews, with a view to returning to the main body of the school
- police may be called (decision made by Headteacher)

In addition to low level disruption within the classroom, if students decide to leave the learning session and they have either not had permission or have already used their 'time-out' card, 'Pay-back' at the end of the day will be expected. This can range from 15 -30 minutes depending on the length of time a student has truanted from their learning session. Teachers and other staff will make a note of students who have pay-back at the end of the day by putting their initials on the whiteboard in the Deputy Head's office (Fishponds) and Reception (Brentry). Staff can then easily identify which students need to complete their pay-back time before they are allowed to leave the school to go home.

PLP

Higher level persistent disruption can lead to a pupil being placed on a PLP (Personalised Learning Programme) where the pupil will receive an alternative timetable to the school day. This may take the form of reduced hours on site and/or isolation from other learners in a one to one environment. This may also take place in a separate school building (such as the Learning Support Centre at the Fishponds site) or in a local library.

These sessions can be one to one or in small groups and all efforts will be made to ensure that a suitable number of hours are offered. PLPs are reviewed continually or at least once a fortnight with the ultimate aim of all pupils accessing a full time education on site. As with all sessions offered by St Matthias, punctuality is expected at these sessions, if a pupil cannot attend parent/carers should notify the school at least one hour in advance. In the event of a young person not arriving, the staff member will wait for up to 20 minutes and endeavour to contact home.



St Matthias ACADEMY



Behaviour for Learning Policy

I have read St Matthias Academy Behaviour for Learning Policy. I agree to follow this policy in my work with pupils attending St Matthias Academy.

Print Name Signed Date

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