

## Behaviour Policy – Inc Exclusion Arrangements

Morley Place Academy believe that positive relationships and partnerships based on the highest level of mutual respect and understanding are key to success for all members of our community. Morley Place is committed to ensuring that students are enabled and empowered to acquire and develop the skills, knowledge and understanding that will allow them to become academically and socially successful. We have a duty to equip them with the communication and social skills that will enrich and enhance their opportunities in adult life. Also fundamental to the Academy is that all members have a right to be safe, healthy and feel a sense of wellbeing. To develop and thrive as individuals, students should be given the autonomy to make the right choices and should recognise that inappropriate behaviours and actions act as a barrier to learning and negatively impact upon others. We fully believe that praise, recognition and reward are integral constituents in any successful organisation and powerful in developing a thriving school environment.

### Aims

- To have the highest expectations of student behaviour in order to maximise their opportunity to succeed
- To promote moral values, independence and self-discipline
- To create an environment which encourages students to mature, be self-reflective, self-disciplined and accept responsibility for their own actions.
- To promote self-esteem through positive achievement
- To establish clear guidelines for colleagues on the consistent use of rewards and sanctions
- To develop good relationships in schools between staff and students which are based on mutual respect

### Roles and Responsibilities

Managing behaviour is the responsibility of all academy staff, teachers, TAs, pastoral staff and support staff. The way we ensure the highest standards of behaviour relies on our understanding and consistent application of this behaviour policy. We need to encourage students to make the right choices and take responsibility for their behaviour. Therefore all staff are expected to

- Familiarise themselves with this policy to support behaviour for learning, progress and conduct.
- Consistently challenge and persistently follow up poor behaviour
- Respond in a calm, stepped approach to incidents of poor behaviour using de-escalation techniques to improve behaviour
- Reward, recognise and praise student effort and achievement
- Model positive behaviours and develop strong positive relationships
- Use the behaviour model to escalate inappropriate behaviours, including referral to the pastoral team

### Teachers are expected to;

- Be at the classroom before students and meet and greet them at the door
- Use seating plans
- Have an entry task ready - Ready Routine
- Plan differentiated lessons that challenge all students
- Create an environment that is warm, friendly and exciting.
- Establish and expect clear routines (e.g. entrance, exit (Round Up Routine), collecting work, entering assembly etc

**All staff should;**

- Refer to and model the academy's values
- Praise positive behaviour
- Take responsibility for the school environment
- In social/dining areas, playgrounds and on corridors ensure that they challenge inappropriate behaviour, particularly if it compromises safety
- Model positive behaviours such as meeting and greeting, being polite, courteous and respectful, picking up litter etc.

**Classroom Expectations**

Students will;

- be active learners; being engaged and focused
- follow reasonable, clear instructions and do not refuse to do as asked
- be respectful and tolerant and not make racist, homophobic or openly discriminatory comments to or about people
- not talk over the teacher or other students when they are speaking
- not shout out (unless it is part of the lesson plan)
- not interfere with other student's property or invade their personal space
- not bully other students
- not be aggressive and confrontational with others
- not become involved in physical acts of aggression (provoked or unprovoked)

**Playground Expectations**

Students will;

- follow reasonable, clear instructions and do not refuse to do as asked
- take part in activities and display safe, considerate behavior
- not push/shove other students
- bring in equipment they have used
- put litter in bins
- when the whistle sounds, line up quietly
- walk quietly and calmly to their classroom area

**Corridor / Shared Area Expectations**

Students will;

- walk at all times, with no running
- stay to the left side of the corridor
- not push or barge past others
- hold doors, be polite

## **Assembly Expectations**

Students will;

- walk quietly in single file in to the hall and stand until asked to sit
- sit silently facing the front of, listening to / watching the assembly leader
- remain quiet during the assembly unless asked questions or instructed otherwise

## **Consequences (and procedures)**

Morley Place Academy has a stepped behaviour policy that clearly outlines what behaviours will result in progression onto that ladder of consequence, and what the sanction for progression will be.

### **Stepped Response to Behaviours**

We will always **remind the student of our expectations and values** and explain why their behaviour does not meet our expectations.

**De-escalation strategies** will be used in an attempt to successfully re-engage and re-focus the student and create an opportunity for them to make the right choice about their behaviour.

**Polite Reminder / Verbal Warning** – we will have a clear, appropriate method of ensuring students who have received a verbal warning know that they have and why they have received a verbal warning e.g. name on board, a card or object on their desk. Students should be clear that they have started the consequences ladder and must fully understand what behaviour this is for and what the consequences will be if they do not make the right choice and correct their behaviour.

**Sanctions** – Morley Place Academy has a progressive sanctions ladder which starts with missing some social time during the academy day (5 or 10 minutes) to having a Yellow card issued (full break time) or Red card (morning and dinner break inclusive). Parents will be informed of all Red cards issued and may be invited to attend a support meeting about their child's behaviour if incidences continue.

**Remove** – where should a student's behaviour is seriously hindering the learning of others they are withdrawn for a period of time to be given the opportunity to reflect on their behaviour and make the choice to return to their learning environment.

**Fixed Term Exclusions** – If a student's behaviour reaches, either through cumulative actions or through a single event, the point where it is no longer appropriate for them to be on school premises then a FTE may be considered as a last resort

A FTE should always be considered for

- An assault on another student or a member of staff
- Threatening or intimidating behaviour towards a student or a member of staff
- Foul and abusive or discriminatory language directed at another student or a member of staff
- Wilful damage to property
- Persistent and serious cases of bullying
- Serious breach of health and safety rules
- Persistent defiance or disruption

**Permanent Exclusions** - the decision to permanently exclude a student can only be made by the Headteacher in consultation with their SLT and the WCAT BAS team. A permanent exclusion should only be considered if

- It is in response to a serious breach of the academy's Behaviour policy and
- Allowing the student to remain in school would seriously harm the education and welfare of the student or others in school

A permanent exclusion should be considered for the following offences

- Serious, violent assault
- Carrying/Supplying an offensive weapon.(Not just restricted to knives but any instrument brought into school *with the intention to inflict injury on another person*)

### Reasonable Adjustments

Consistency lies at the heart of all successful behaviour for learning practices. However there are circumstances when reasonable adjustments should and must be made. Reasonable adjustments may be applied if there are students with special educational needs or for students who are on a child protection pathway and normal application may compromise their safety or wellbeing. Alternatively extenuating circumstances may indicate that there are other factors to consider before a final decision is made in terms of sanction.

### Restorative Practice

RP must be used in conjunction with the academies behaviour policy. RP promotes positive relationships between staff and students as well as allowing students to start afresh having learnt from their previous experiences. Schools that work res find that relationships are stronger and learning is more effective. So that there is less need to use sanctions to control behaviour.

### Teaching and Learning

Promoting positive behaviour enables high standards of teaching and learning to be achieved. A well designed, differentiated and relevant curriculum, which meets the needs of the students helps to develop and maintain positive behaviour. Engaging teaching plays a significant role in student's attitudes towards learning. Students should be received into a classroom where routines are well established and high standards are expected. Well prepared and stimulating lessons, in which students are well aware of the lesson purpose, help secure good standards of behaviour. To this end lessons should be planned with behaviour in mind and we expect the following from all our teaching staff.

- Lessons are planned so that all students can participate.
- Praise and rewards are used fairly to motivate, encourage and engage the students.
- Model and teach positive behaviour, including respect and empathy whilst avoiding sarcasm, shouting or threats.
- Classes are not punished for the behaviour of individual students.
- Students are never humiliated.

### Rewards

At Morley Place Academy we want our students to be motivated by the intrinsic value of learning and the achievements it brings; we are committed to rewarding students for developing good learning habits.

Rewards include:

- Verbal praise and rewards through marking – stickers, stamps, comments
- Communication with home e.g. postcards, certificates, phone calls etc

- Celebration events – weekly 'Special Mentions' assemblies
- Active Credits through Active Leaders programme
- Attendance rewards

### **Classroom Rewards**

Morley Place Academy reward students for meeting our expectations and values. We reward for good manners, being kind, caring and helpful, for good and excellent work and positive effort. We reward students who support the academy community by participating in academy activities, including fundraising, productions, parent's evenings and sporting events. We also recognise where a student has made a significant improvement and shown great progress.

### **Attendance Rewards**

Rewards will be given for excellent attendance. Morley Place Academy challenge every student to have at least 97% plus (cumulative) at any point in the year. Rewards are awarded on a weekly, half termly, termly and termly basis.