

Behaviour and Discipline Policy

AIM:

This policy is to be used in conjunction with a wide range of other EPA policies (for example, Inclusion). The principles in this policy are linked to the Helping Children Achieve More (HCAM, 2010) programme, which is part of Every Child Matters (ECM, 2003) agenda and the five outcomes for well-being:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well being

The two main challenges for a school (both of which we aim for) in relation to achieving effective behaviour and discipline are:

- **to allow students a voice**, to express their individuality, but to recognise and act upon the responsibility that comes with it;
- **to achieve consistency** in all responses to matters that require discipline across the school.

Good behaviour and discipline create an atmosphere and context where the aims of HCAM can be realised. To support this, the school encourages behaviour that:

- enables a positive ethos in the school (recognised by both staff and visitors)
- ensures that students and staff feel valued and listened to
- is characterised by respect for others
- offers all the chance to succeed
- recognises the importance of a clean and looked after environment
- enables learning and teaching to progress, and be positive and enjoyable
- allows students to express themselves in a constructive way
- deserves positive recognition
- sets an example to others

It is our aim to promote, educate and support good behaviour. We expect students to hold doors open for others, exercise care and attention, pay respect to others at all times, use appropriate language and follow instructions without challenge or disrespect.

Good discipline is needed to teach and support good behaviour. Our aim is that good discipline is part of each teacher's classroom management and ethos; discipline that is clear, fair, consistent and follows a published and supportive framework - see The Stages of Support (Appendix 1) and Stages of Recognition (Appendix 2).

GENERAL POLICY STATEMENT - BEHAVIOUR:

We are committed to ensuring that each member of our community behaves in a responsible and acceptable manner, which demonstrates care and understanding, courtesy and respect for:

- others, regardless of whether they are staff, students, friends or visitors
- each other's property and belongings
- the school environment
- the wider community

Behaviour in these contexts includes the use of appropriate language, actions and tone of address as well as non-verbal communication.

Eden Park Academy has daily contact (at a minimum) with homes, and can devise (if deemed necessary) individual Behaviour Management Plans for each young person; these are updated regularly and used to compile risk assessments.

GENERAL POLICY STATEMENT – DISCIPLINE:

Part of classroom management is to create a safe and secure environment for effective learning and teaching to take place. We believe that a systematic approach to disciplinary matters is central to achieving this.

We are committed to leading by example and responding to matters of poor behaviour with consistency across the school, according to published guidelines.

To this end, The Stages of Support and Stages of Recognition (Appendix 1 & 2) are displayed in each classroom, and explained to students during Tutorial time, with a specific and detailed focus at the beginning of the academic year. The 4 Stages of Support detail a structured and staged response to behaviour in the event of it being below our expectations. The 5 Stages of Recognition detail the response to behaviour that is positive and deserving of note and resultant praise.

We aim to ensure that our discipline is characterised by a staged and systematic response that is clearly understood and designed to provide students with opportunities to recognise and put right what they have got wrong by adopting a restorative approach that expects students to accept responsibility for their own actions. Therefore, it is as much a proactive form of classroom management as a reactive set of consequences.

GUIDANCE AND PROCEDURES – BEHAVIOUR AND DISCIPLINE:

Relevant areas are:

- during lessons
- on school site: before school, break, lunchtime, moving between lessons and after school
- off school site: moving to and from school and engaged in activities organised by the school

Tutor for Learning and Lessons:

During lessons, classroom discipline is primarily the responsibility of the teacher. It is their responsibility to follow the Stages of Support and Recognition (Appendix 1 & 2) consistently and fairly, responding to behaviour that falls below expectations in a structured and systematic way. The Stages of Support outline the appropriate stage for referral; the subject teacher would refer the student's behaviour to the Head Teacher in the first instance.

To further support subject teachers in matters relating to discipline, staff can complete an incident form or welfare concern form at any time.

On School Site:

It is the responsibility of each student to behave respectfully and appropriately when on school site immediately before school, during break and lunchtime, moving between lessons, and after school. Care staff are on duty at these times to supervise students and, in doing so, support their understanding of what is appropriate outside of lesson time. We expect students to:

- be aware of health and safety issues and act accordingly
- demonstrate care and respect for our environment and each other
- not threaten, abuse or bully others
- use appropriate language
- put all litter in the bins provided
- play games with due care and attention to others.
- respond positively and without challenge to instructions given by all supervising adults
- show an awareness of and courtesy to all visitors to the school

Members of the teaching staff are available each lunchtime, to support care staff on the premises if necessary, and can be contacted via the school office in cases of unacceptable behaviour (where the student is not responding in the right way to the member of staff supervising).

Off School Site:

This is when students are representing the school outside of the school premises, including when students are moving to and from school, and engaged in activities organised by the school.

We expect our students to:

- Operate the same level of courtesy and respect that we expect in school.
- Be ambassadors for the school. We aim to respond constructively and systematically to concerns raised by members of our community over the behaviour of our students on their way to and from school and when representing the school in organised activities. Messages relating to our expectations are reinforced through tutorials as well as through our SMSC programme.
- To follow Health & Safety guidance and direction from staff members in line with risk assessments and behaviour support plans.

SUPPORT MECHANISMS FOR STUDENTS AND STAFF:

The school views consequences as support mechanisms (as well as being a consequence of inappropriate actions). Such support will be applied calmly, fairly and consistently. Students need to understand the cause and effect of improper behaviour. The following explains the procedures of discipline support for students in lessons and on school site. School rules and expectations will continually be reiterated for students in a variety of ways (e.g. by the use of behaviour contracts).

Behaviour of students in lessons is the responsibility of the teacher, with support, leadership and management from the Head Teacher. Teachers will be expected to follow the Stages of Support / Stages of Recognition.

The type of consequences used may include removal from class, a pupil working with care staff support in seclusion, or (as a last resort) premature end to their school day. Eden Park Academy operates a non-punitive, restorative-justice approach to consequences. As such, pupils are given the opportunity to repair harm in a number of ways; repairing damage they have caused for instance.

Where students move through to the final stage (where complete refusal, serious transgression and/or lack of appropriate response takes place), then carers are informed by a phone call when a student is to be sent home, educated at home or formally excluded. Being educated at home and exclusions from school are followed by a reintegration meeting, where the parents/guardians of the student concerned are required to meet with the Head Teacher to discuss the incident leading to the consequence and the student's reintegration back into school. Social workers will be informed of any changes to a pupil's education.

Students respond well to praise, encouragement, and the positive reinforcement of success through reward. It is our aim to be positive wherever possible, and to recognise students' achievement and effort. The following are examples of rewards for good behaviour that support our Stages of Recognition:

- Positive comments on work
- Positive stamps and stickers in books
- Display of students' work
- Merits
- Letters/post card of commendation
- Curriculum Awards
- Teacher Awards
- Announcements in School council
- Recognition for reports: includes letter home, vouchers and school trip
- Articles in school newsletters

Those who deserve recognition will receive it, regardless of gender, age or ability.

Monitoring and Evaluation:

Each student is taken through our expectations by focus on the Stages of Support and Stages of Recognition during assemblies, and are reminded of the merits system and their individual progression. Rewards are given for

- **A**ttitude towards studies,
- good **B**ehaviour,
- using appropriate **L**anguage, and
- good **E**ffort throughout a session (ABLE).

ABLE points are used to support various incentives such as reward trips etc. They are also used to support termly reports and positive consequences.

Staff will be kept informed through Staff Briefing and Staff Meetings about issues relating to students about disciplinary matters and also reasons to celebrate students.

Unfounded or malicious allegations against staff

Where a pupil makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Head Teacher will consider whether to take any disciplinary action in accordance with this policy.

Where a parent makes an accusation against a member of staff and the accusation is shown to have been malicious, the Head Teacher will consider (in accordance with the School's terms & conditions) whether to require that parent to withdraw their child or children from the School on the basis that they have treated the School or a member of staff unreasonably.

An allegation is malicious where there is sufficient evidence to disprove the allegation and there has been a deliberate attempt to deceive.

EQUAL OPPORTUNITIES

Everyone has the right to be treated with dignity and respect. The Equality Act (2010), prohibits direct and indirect discrimination, harassment and victimisation of people on the grounds of protected characteristics – disability, gender, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation, and age.

We will ensure that every pupil irrespective of race, disability, gender, religion and belief or sexual orientation is able to achieve high standards and that strategies are in place to tackle under-achievement especially if related in any way to potential discriminatory matters.

Eden Park Academy fully recognises its responsibility and role in promoting and providing equality of opportunity for all, regardless of gender, religion, race or disability. Respect for others by all members of the school community will be paramount. This responsibility covers all aspects of life at the school and is the basis of our practice. Key areas where these responsibilities should be apparent are:

- Realisation of individual potential
- Interpersonal relationships – student/teacher and peer group
- Written and spoken language
- Avoidance of expectations based on stereotypes
- Access to learning
- Access to resources
- Recording of achievement
- Rewards and consequences
- Career guidance
- Awareness of the significance of role models
- In particular regard to students with SEMH needs

Appendix 1

Stages of Support



1) Initial warning with a look or use of your name - *this is an opportunity for you to put right what you have got wrong and avoid further action such as being asked to leave the session. This warning is enough for most students to stop and make a positive change to behaviour.*

2) Spoken to by the teacher – *you must put this right now. You need to do two things: apologise for your behaviour and put it right. You should have responded at the first stage and are now in danger of being asked to leave the session or end the school day. Be careful ABLÉ points may not be earned and you could lose a valuable reward!*



3) Subject Report – *if you repeat the poor behaviour then you will be placed on report by the Subject Teacher. This is serious and means that the Head Teacher will be informed. If there are also concerns from other subjects, then you will be placed on a weekly report. Teachers mark the report card with a red, amber or green mark and comment. These are in line with the student's behaviour during the session. If students receive more than three red marks during the week then the time for being on report will be extended.*



4) Sent home from school – *if your behaviour continues to escalate or does not improve then the home manager will be informed and care staff will be asked to take you home from school. Previous stages will be omitted and teachers will go straight to stage 4 if your behaviour is deemed to either be such that you are putting yourself or others in danger. This is also the case if you refuse to engage in sessions after attempts have been made to re-engage you within education. **Education is more than just being physically present.***

You are here to learn. What we outline above supports all of you to achieve this. Think about the consequences of your actions and don't ever allow yourself to go beyond Stage 1. It doesn't need to happen.



Appendix 2

Stages of Recognition

You are here to learn and succeed. We all work better when we feel our efforts are rewarded

1 **Initial comment and praise in class** - *this is an opportunity for you to get some immediate feedback and for others to see how well you are doing. Merits/points may be given if you have worked hard.*



2 **Spoken to by the teacher outside of the classroom** – *you might be asked to stay behind briefly after the lesson has finished so that the teacher can speak to you in more detail and individually about how well you are doing. This is about letting you know how much your effort has been noticed and appreciated*



3 **Phone Call/ Card Home** – *after the teacher has already spoken to you about how good your effort is, it is now time to widen the audience for this positive feedback. This means contacting your parents/guardians/carers, which means that effectively you will receive two lots of recognition: one from school and the other from home after the phone call or letter. You should be feeling pretty special and happy by now. Well done!*



4 **Referred to the Head Teacher** - *this means that your teacher is so impressed with your efforts in your subject that you need to be seen by the Head Teacher for additional praise. This may include another phone call or postcard home – so things are looking pretty good for you by this stage!*



5 **Awards, and treats** – *your teacher(s) will see you and will find out whether your hard work is repeated across all your subjects. Evidence of this on a whole school progress level could lead to rewards of post card home, ABLE points, or gift vouchers.*



You are here to learn. What we outline above supports all of you to achieve this. These stages are all about recognition. Everyone wants to be known for who they are and what they achieve. We look forward to seeing you and letting you know how much we appreciate your efforts.