The Albion Academy Behaviour

Management Policy 2016/17

THE ALBION ACADEMY

Behaviour Management Policy

The Albion Academy is an inclusive school and believes that good behaviours must be taught. There is heavy emphasis on modelling for students so they see examples of professional conduct regularly, on high visibility of staff at all times who see and recognise students for doing the right things and on offering support and intervention for students who struggle to manage their behaviours or for whom social barriers or difficulties make school life challenging. There are high expectations in place for all students and there is also a high degree of support and a responsive pastoral team to help them learn to meet those standards.

Aims:

- To ensure more collaborative involvement of professionals at all levels in securing the good conduct of students
- To reward positive behaviour through a visible coding system to promote self management of students own behaviour
- To ensure behaviours are dealt with by frequency as well as type, with clear actions and consequences for severe behaviours as well as for repeated low level disruption
- To ensure that all teachers are equipped to manage behaviour in classrooms and all have the same knowledge about the actions and consequences of poor behaviour once it needs to be managed outside the classroom

Central Principles:

1. That low level disruption should be managed by class teachers in the first instance, but that repeated low level disruption is escalated to middle management level, then senior level.
2. That callout behaviours are managed in the immediate short term by senior and middle leadership, but are also then fed back through management levels in order to create stages of intervention.
3. That behaviour resulting in FTE is treated as markedly and visibly more seriously than other behaviours; a clear system applies and a documented re-integration is carried out.

Behaviour will be categorised by a code and merit based system behaviours. This policy outlines:

- the sanctions teachers can chose to take for the low level instances and the systems for escalating this when teachers own interventions fail
- the lanyard system to establish good conduct and the routine tracking of students for whom behaviour requires close management
- increased ownership of professional standards including embedding the ethos of the Academy
- the process for managing behaviours that are serious and require senior intervention

Please note: All behaviours and actions should be reported on SIMS with codes awarded for positive behaviour. Regular analysis of SIMS by the Assistant Principal, Behaviour Team and Year Directors and codes given, reports and interventions set up based on this data alongside the specific actions noted in this document.

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Behaviour Types	Examples
UPC	Unprofessional conduct
	Repeated refusal to follow instructions/academy rules
	Low level disruption Off Task
	Chewing/Eating/Drinking
T (Truancy)	Leaving class without permission
	Not attending lesson's
L (Lates)	Late arrival to school
	Late arrival to lesson
M (Makeup)	Makeup is banned on site and will be removed before access to the building. Any student re applying the makeup will be asked to remove it
DR (Disruption)	Hindering the teaching and learning of the lesson or other lessons.
C (Corridor)	Unprofessional conduct on the corridor (see above UPC)
M (Mobile)	Mobile phones are banned on site. Staff will request the mobile phone if seen. If refusal from student, Senior Staff are requested.
Call Out	Violence
	Aggression
	Verbal Abuse towards another member of the Academy/Community
	Fighting
	Smoking
	Damage to Academy Site or Equipment confrontational –behaviour
	Dangerous Behaviour in class i.e. throwing equipment
	Behaviour which endangers student or others

The Albion Way - Code System

When students display poor behaviour in lessons, teachers should first of all use the tools at their disposal to manage the student and intervene or re-direct them back on task.

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These strategies include visual warnings/clues, followed by verbal warnings, followed by teacher issuing the relevant code and the behaviour is logged on SIMS.

However, for these to work, teachers should use positive management of student behaviour; for example, praising the student next to the off-task one in order to remind a student in the early stages of silly behaviour what is expected before having to address directly.

Other examples of positive management include Specific Positive Descriptive Feedback – this means rewarding verbally a student by describing what they are doing well, not simply saying "well done" in a generic fashion that becomes over used and meaningless. Try phrases like "Good listening, you were really concentrating", or "great attitude to other students", as examples of things we often overlook but that students need re-enforced as expectations. If you are engaging with students on this frequent descriptive level it becomes easier to add quiet admonishments at the early stages of off task behaviours.

Try a distraction/redirection technique when a student is off task; for example, asking them a question to distract them from what they are doing that you don't want – could be as simple as asking of they saw the match last night, or it could be work related – listen and respond to their response quickly and then re-direct them to the task in hand, "can you finish that for me now?" – the whole process should take no more than a minute.

When off task behaviour has not been caught or re-directed early enough and it escalates then recourse to the sanctions suggested above might be necessary. Adding a code to a student's conduct card can result in internal isolation and/or loss of social times if the students gains more than 7 codes in a week. Actions for anything other uniform or make-up coding should be logged on SIMS.

Curriculum Area Leaders should use their tools to support teachers in the management of students in lessons in their subject area. This might include detentions, parental contact, temporary placement in another year group class, withdrawal for a period of time or support for the teacher in the form of training.

All members of staff with responsibility for a curriculum area, year group or remit are also able to place student on good conduct reports, punctuality reports or general behavior reports as needed in liaison with the AP for Behaviour.

Good Conduct Merits
Students can gain regular merits to be recorded on their cards for good work, being helpful/supportive or going above and beyond in any way. These are totalled regularly and rewards for individuals are in the form of certificates while form groups have access to a choice of reward experiences. The policy rests on rewards being simple as the aim is for students to learn to conduct themselves well because that is the right thing to do not because there is any monetary value in doing so.

Dealing with call out Behaviours

In all cases the expectation is that an attempt is made to re-direct students onto task or back into appropriate behaviour – see above for strategies. If this fails and results in a student being removed from the class, the incident should be logged on SIMS and a teacher-led sanction will apply. This could include detentions after school or at social time.

If there is a serious incident in a classroom, or the student will not respond to the member of staff, the Emergency Button on SIMS must be pressed and call out staff will respond and take immediate action; this may include withdrawal, buddy system usage, SLT intervention etc.

All aspects of this policy rely on regular communication and conversation between Curriculum Area Leaders, YDS and SLT Line Managers.

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Turnaround Time:

In the case of an incident resulting in a withdrawal from lesson, the Duty Manager can place them in a quiet space for a turnaround period. This will be of no more than one day and will involve the student reflecting on actions and preparing for a resolution (this may be a meeting, other communication/action etc). Social times are lost, but if the student co-operates they return to normal lessons.

If a student displays a behaviour resulting a FTE, a separate set of actions applies, see later section.

Exclusions:

A student who is displaying continual poor behaviour, because of repeated isolations due to gaining repeated codes or is involved in an instance that is more serious, eg violence, refusal to co-operate when interventions or sanctions are out in place, or aggression, is at risk of Fixed term Exclusion. Refer to the Exclusions Policy for further details.

Additional Information:

Middle Managers toolkits:

At each stage of the process, MMs should document their actions, but have discretion over what they choose to use. Reports trigger the next stage if failed, and you might choose not to use them immediately. Suggestions:

- Parental contact
- Additional work/tasks sent home (by post) once parent on side
- Engagement activities – along the lines of valuing the education here
- Detentions
- Buddy system
- Taking on a responsibility – eg younger students support
- Joining a younger age group class for a period of time.

Middle Managers should refer repeated poor behaviour of any type to their line managers, who are able to support with SLT report and heightened sanctions etc, though actions resulting from IE and FTE will be managed by the Assistant Principal.

General management of the site

Duty rotas provide supervision during break and lunch times, before school etc. Incidents of poor behaviour at social times should be reported via email to SLT. Staff supervise the gate at the end of the day.

Corridor supervision should be a shared process during lesson changeover and transition times. The expectation is that all staff are on classroom doors in advance of the start of the lesson where possible, or to see one class out and the next in. Curriculum Area Leaders should be at the doors to their corridor, and YDs, when not teaching should be actively present at some of the corridors where their year group is arriving.

Parental Liaison:

The academy has a nominated lead for Parental Liaison whose role is to co-ordinate and record contact with families in relation to student behaviour in particular.

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Safeguarding:

The AP for Behaviour works closely with the DP for safeguarding and regular dialogue takes place regarding changes in student behaviour that could be indicators of deeper concerns.

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