



BEHAVIOUR FOR LEARNING POLICY

Signed: _____ Chair of Directors

Date: _____

Reviewed: January 2016

A Statement of Purpose

Our behaviour policy helps us to create a caring, stimulating and secure environment in which staff and students can work and interact safely and encourage the involvement of parents/ carers in the development of their child.

The overall aim of this policy is to create a clearly structured set of guidelines encompassing our expectations in terms of behaviour that is accessible to everyone, including visitors to the Academy and the local community. Underpinning the policy is our philosophical view that behaviour needs to be managed positively, with the emphasis placed upon learning, progress and a reward culture. This, combined with a clear and fair system of sanctions and support for those who choose not to comply, forms the basis of this document.

Aims and Objectives

The five main aims of this document are:-

1. To promote a positive learning atmosphere where good relationships, discipline and good order lead to excellence.
2. To deliver a whole school approach and effective implementation of a policy of behaviour.
3. To recognise, reward and celebrate good behaviour.
4. To marginalise poor behaviour by celebrating good behaviour.
5. To involve students, parents, staff and directors in the creation and implementation of a consistent approach to the management of behaviour.

Overall guiding Principles for all staff.

Whenever possible staff should:-

1. Provide and maintain a disciplined, caring environment in which teachers can teach and students can learn (see Charters)
2. Ensure that students understand that every teacher has the right to teach and every student has the right to learn, without disruption
3. Be alert to signs of bullying and harassment and act in accordance with the anti-bullying statement / policy
4. Communicate with parents/carers as soon as possible over a student's poor behaviour
5. Promote/develop empathy and respect for self and others
6. Develop in students a sense of self-discipline and an acceptance of responsibility for their own actions
7. Be aware that different strategies may be required when teaching students of differing abilities
8. Feel empowered to determine and request appropriate behaviour from everyone
9. Acknowledge that the maintaining of good behaviour within the academy is a shared responsibility
10. Ensure that positive behaviour is always recognised
11. Work with a positive, proactive and reflective approach to behaviour management
12. Fully understand this policy aims to ensure that it is consistently implemented throughout the academy
13. Raise students' self esteem
14. Encourage full attendance and good punctuality
15. Challenge radical and extreme views
16. Build resilience in students to develop

Curriculum

We believe that a well-planned and balanced curriculum, together with outstanding learning and teaching and high expectations, contribute towards good, positive behaviour. Staff should therefore

1. Ensure that all aspects of equal opportunities permeate the work delivered by teachers. This work should promote respectful and tolerant behaviour

2. Consider the implications for students' behaviour when determining the arrangements and sizing of individual groups (within the constraints of the school's budget).
3. Ensure that the students have a broad and balanced curriculum on offer
4. Have consistently high expectations of students where deep learning and consistent hard work is the norm. Achievement and diligence should be promoted and rewarded as well as success in public examinations
5. Ensure that students are actively involved in their own learning and structured feedback through marking or verbal communication is regularly provided
6. Ensure clear learning objectives are given at the beginning of each lesson
7. Whenever possible, acknowledge progress, achievement and effort
8. Embed the principles of SMSC including fundamental British Values.

In the Classroom

Teachers should:

1. Make clear the rules of their learning area (classroom, technology room, laboratory etc) and explain why
2. they are necessary (Charters must be displayed in all teaching areas)
3. Effectively place and group students in their learning area to minimise poor behaviour and disruption to learning and promote positive learning whenever possible
4. Enforce the Academy expectations (see Charters) and deal firmly with any student who does not abide by these, either immediately or soon after the lesson
5. Be a good role model by being punctual, well prepared and having specific objectives for lessons, form time or Assembly
6. Offer students challenging lessons that are differentiated to students' needs
7. Have high expectations and create a positive learning environment based on mutual respect
8. Measure and acknowledge progress throughout the lesson (AFL)
9. Use a variety of teaching and learning methodologies to promote positive engagement in lessons
10. Make effective use of praise based on the PRIDE principles and wherever possible using SLEUTH
11. Set homework regularly (as per the Homework Policy) and give verbal and written feedback to promote dialogue with students (see marking policy)
12. Know the students as individuals - by name, as well as their personalities, strengths, limitations, any particular learning needs and progress targets
13. Recognise that behaviour management skills can be learned (developed) and be willing to analyse their own performance and that of others and to share good practice
14. Use critical thinking skills to build resilience.

Students

Emerson Park Academy students will respond to the expectations placed on them by members of staff.

Students should:-

1. Have a shared responsibility for learning; however students must take ownership of their own learning
2. Abide by the expectations of the Academy as set out in the Charters and as published in the student planner
3. Behave appropriately throughout the entire day that will enable them to be rewarded by staff based on the PRIDE principles and Charters across all areas of the Academy
4. Take positive action to promote appropriate behaviour amongst their peers

5. Support staff and the Academy in their/its aim of achieving positive behaviour in and outside of all lessons
6. Aim for 100% attendance and ensure they are punctual to school and to all lessons
7. Attend school with the correct equipment for all lessons (PERFECT), as specified in the student planner
8. Resolve problems in a non-confrontational manner
9. Take responsible for their own actions
10. Treat each other with tolerance and respect.

The role of the Senior Leadership Team, Heads of House, Form / Co-tutors Tutors

They should:-

1. Through assemblies and form time, celebrate positive behaviour and encourage tolerance and respect.
2. Facilitate efficient channels of communication between the Academy, parents, governors, the extended community and outside agencies
3. Ensure that ALL staff accept responsibility for maintaining the highest standards of behaviour throughout the academy and in the community, in keeping with those outlined in this policy.
4. Support staff in achieving the aforementioned
5. Foster a sense of community that encourages staff, students, parents and directors to take an active part in promoting good behaviour and outstanding learning
6. Monitor and evaluate the Academy / House ethos in the light of student behaviour
7. Ensure that support structures are at the forefront of an effective pastoral care structure and any interventions with students
8. As appropriate ensure consistency of standards is applied

Academy Building and Environment

The senior team will:-

1. Continually assess accommodation requirements
2. Give a high priority to the care and maintenance of the academy and its grounds allocating specific responsibility to specific people or groups (including students) so that the whole academy community shares the academy environment ethos.
3. Remove graffiti (duties of the site manager and staff) by the start of the next working day.
4. Repair minor damage as soon as possible (duties of the site manager).
5. Ensure that large scale maintenance is only carried out after prior notice and, where possible, only during the school holidays (to minimise disruption to learning).
6. Recognise the importance of displaying students' work and SMSC in creating an attractive environment which will, in turn, increase students' self-esteem and a sense of ownership of the academy and awareness of SMSC.

Searching of Students

The Head teacher and authorised staff have the right to search students or their bags and lockers, without consent if there are reasonable grounds to suspect that the student has any of the following items.

- Weapons
- Legal highs
- Illegal substances
- Pornography
- Cigarettes
- Fireworks
- Stolen items such as Personal electronic devices, mobile phones, MP3 players and cameras etc

Authorised staff are: The Head teacher, Deputy Head teachers, Assistant Head teachers and Heads of House.

Emerson Park Academy guidance on the searching of students must be strictly adhered to, see appendix 5.

Use of force to restrain students

Section 550A of the Education Act 1996 does allow teachers and other authorised academy staff to use such force as is reasonable to prevent a student from doing, or continuing to do any of the following:

- Injuring themselves or others
- Causing damage to property (including the student's own property)
- Engaging in any behaviour prejudicial to maintaining good order and discipline at the Academy among any of its students, whether that behaviour occurs in a classroom during a teaching session or elsewhere
- Committing a criminal offence (including behaving in a way that would be an offence if the student were not under the age of criminal responsibility)

See appendix 6 for the full policy on The Use of Force to Restrain Students.

Discipline beyond the Academy Gates

Disciplining beyond the Academy gate covers our response to all non-criminal bad behaviour and bullying which occurs anywhere off the Academy premises and which is witnessed by a member of staff or reported to the school.

Emerson Park Academy will respond to:

Any bad behaviour when the student is:

- Taking part in any Academy-organised or Academy-related activity
- Travelling to or from the Academy
- Wearing academy uniform
- In some other way identifiable as a student at the Academy

Misbehaviour at any time:

- Could have repercussions for the orderly running of the Academy
- Poses a threat, physical or mental, to another student or member of the public
- Could adversely affect the reputation of the Academy
- Involves the misuse of social media

In all of these circumstances the Head teacher will also consider whether it is appropriate to notify the police. If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed.

FOLLOWING ARE THE APPENDICES FOR:-

- Rewards App. 1
- Sanctions/Strategies App. 2
- Procedures App. 3
- Notes App. 4
- Searching of Students App. 5
- Restraining Students App. 6
- Attendance / Lateness / EWO / Persistent Absence App. 7

Appendix 1

Rewards

Students attending Emerson Park Academy are expected to behave in an appropriate manner as a minimum expectation. Students need positive recognition when they choose to behave exceptionally well and will be rewarded for consistently making the right choices and being exceptional learners. Rewards play a significant part in terms of motivating students to make positive contributions to school life, learn and achieve. Verbal praise and positive encouragement are the most effective strategies that a member of staff can implement in terms of rewards. In addition to this, staff are encouraged to implement a range of rewards including regular communication with the student's home wherever possible to inform parents of their child's achievement.

Students attending Emerson Park Academy are expected to behave in an appropriate manner as a minimum expectation. We praise and reward students for exceptional behaviour, social skills and outstanding work throughout the day in a variety of ways:

- Verbal Praise
- PRIDE points – certificates & badges
- Phone calls home/ SLEUTH generated e-mails home
- Letters home
- Awards that are presented at annual PRIDE Evening Event
- Stickers, postcards, certificates, prizes
- House and Year Celebration events
- Jack Petchey Award Winners
- Subject Competitions
- Rewards Trips (Spring / Summer Term)
- Notes / E-mails to Head Teacher / SLT / HOF / HoH / SL / FT
- Achievement boards
- Other Celebration assemblies
- Displays of work

Appendix 2

Sanctions

The use of sanctions should be characterised by certain features:

1. It must be made clear why the sanction is being applied.
2. It must be made clear what changes in behaviour are required to avoid future sanctions.
3. Group sanctions should be avoided, this could breed resentment.
4. There should be a clear distinction between minor and major offences.
5. It should be the behaviour rather than the person that is sanctioned.

Sanctions may include:

- Extra work; verbal chastisement etc.
- 30 minute Form Tutor's detention (Must be written in Student Planner & Detention Letter sent home via SLEUTH, or a Phone call to parent or carer)
- 30 minute Subject Teacher's detention (as above)
- 30 minute Departmental detention (as above)
- 60 minute Head of Faculty detention (as above)
- 60 minute Head of House Detention (as above)
- 60 minute Senior Leadership Team (SLT) detention (as above)
- Head teacher's detention (issued only by the Head teacher or member of the Senior Leadership Team) Saturday morning 9 – 11am, students to arrive in Uniform.
- Use of individual report cards (issued through the Heads of House)
- Inclusion and off timetabled lessons (work to be provided by teachers of the student)
- Exclusion from a lesson to either a Head of Faculty / Subject Leader
- Fixed term exclusion, 1-5 days (For exclusions exceeding 2 days, work must be set by every Subject teacher)
- Disciplinary committee hearing / Review meeting
- At Risk of Permanent Exclusion Meeting / Review meeting
- Referral to IYFAP (Respite or Managed Move)
- Permanent exclusion. (See Borough documentation on permanent exclusion)

Proactive strategies used by the Academy to help students to modify behaviour

- Parental involvement
- Behaviour Support Plan
- Pastoral Support Plan
- Involvement of outside agencies
- Anger management support
- Behaviour change support
- Counselling / use of Home School Worker
- Work with Learning Mentor
- Time out cards
- Curriculum modification
- Involvements of Education Welfare Officer
- Involvement of Educational Psychologist
- Involvement of Police/safer neighbourhood scheme
- Peer Mentoring

Appendix 3

Procedures

1. Subject staff are managers of their own classroom. It is the responsibility of all staff to maintain good behaviour and discipline within the classroom.
2. When behavioural problems arise which the classroom teacher has difficulty solving, the advice of the Head of Faculty / Subject Leaders should be sought.
3. In the case of problems with homework, coursework, standards of work etc. this is initially dealt with by the Head of Faculty / Subject Leader and the student's Form Tutor. Form Tutors or teachers may inform parents via the Student Planner, by phone or e-mail. Heads of Faculty may contact the parents directly and inform the Heads of House. (See Appendix 4)
4. Where there is no improvement the Head of House should be informed. They may contact parents directly.
5. In the case of unacceptable behaviour i.e. if a student is disrupting a lesson or is rude to a member of staff, then he / she may be excluded from the lesson and should be sent to the Head of Faculty / Subject Leader. This must be followed up using SLEUTH by the member of staff whose class the unacceptable behaviour occurred in.
6. Behavioural problems outside the classroom are dealt with by any member of staff encountering the problem. If the problem persists or help is requested then the Heads of House or a member of SLT should be contacted. The incident must be logged on SLEUTH by the initial member of staff who encounters the problem and referred through to the Head of House ASAP.
7. If a serious behavioural problem persists, a member of the Senior Leadership Team will be involved in the intervention and the support of the student.
8. In extreme cases, the Head teacher, or in his absence, a Deputy Head teacher / AHT – Inclusion will make the decision to exclude.
9. Students who are persistent offenders will be seen by the Disciplinary committee.

Appendix 4

Notes on the Pastoral System

Expectations for positive behaviour off the Academy site

At Emerson Park Academy we have high expectations of the behaviour of our students when off Academy premises. This includes behaviour on activities arranged by the Academy, such as work placements, educational visits and sporting events; behaviour on the way to and from the Academy. This includes behaviour on the Transport for London buses to and from school and behaviour when wearing Academy uniform in a public place.

Contact with parents / carers

The partnership between parents/carers and Emerson Park Academy is strong and cannot be over-emphasised. Contact with parents often helps solve discipline problems. Parents also have a responsibility in ensuring good behaviour of their child. Staff should always consult the SIMS, Head of House, Head of Learning Support or AHT – Inclusion before contacting parents.

Our aim is to teach the students how we expect them to behave so that they are then empowered to choose to behave appropriately.

Support Systems for Staff

It is Academy practice to discuss behavioural issues in order that the staff feel supported and the academy is working together to provide a cohesive approach to supporting individual needs. Staff having difficulties with an individual, class or group should refer to Appendix 4 and/ or discuss with HoF / SL / HoH / SLT Line Manager.

Support systems for Parents/ Carers

Emerson Park Academy has an open door policy where parents / carers are encouraged to visit by appointment to discuss any relevant issues. Initial parental/carer enquiries should be made to the relevant Head of Faculty, Head of House, Subject Teacher or Form Tutor.

Monitoring and Review

This behaviour policy will be reviewed in the future through a consultative process that will include members from the following key stakeholders groups:

- The directors of the Academy
- The staff of the Academy
- The students of the Academy
- The parents/carers of the Academy

This document will be freely available to the entire school community and the wider community we serve.

Appendix 5

Academy guidance on searching students

- At least two members of staff will be present
- The staff will be of the same sex as the student searched
- At least one member of staff will have been trained to search students
- The student's privacy and dignity will be safeguarded
- The student will be invited to a private room for the search to be conducted
- The searcher will state the grounds of suspicion to the searched student
- Only staff authorised by the Head teacher will undertake searches. At Emerson Park Academy all members of the Senior Leadership Team (SLT) and Heads of House are authorised by the Head teacher to carry out searches
- The legislation allows a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search
- The searcher can pat down a student's clothing. If patting down finds an object concealed in a pocket, the student can be asked to bring out and show the object. If this is refused, the searcher can search the pocket
- Staff must not require a student to remove or themselves remove clothes beneath outerwear: e.g. trousers, skirt, sari, shirt, blouse, socks, tights
- The power of Academy staff to use reasonable force, must be in accordance with the Academy's policy on restraint of students
- At any point staff can stop the search and call the police

Appendix 6

The ethos of the Academy is that control of students is based upon good personal / professional relationships between staff and students.

All teachers at the Academy are authorised to use reasonable force to restrain when it is necessary.

Teachers and other authorised staff, may consider it necessary to use reasonable force where:

- Action is necessary in self-defence or because there is an imminent risk of injury
- There is a developing risk of injury, or developing risk to significant damage to property
- A student behaving in a way that is compromising good order and discipline

During an incident of restraint the minimum force necessary will be used and the student will continuously be offered the opportunity to regain self-control. The purpose of restraint is to restore safety and good order. Reasonable force can be described as the minimum force necessary to achieve the desired result.

All Incidents where reasonable force has been necessary to restrain students will be clearly recorded stating:

- The name(s) of the student involved
- The date and the time reasonable force was used
- Why reasonable force was necessary
- How restraint was carried out
- Who restrained the child/young person
- How long the restraint lasted
- Who was present during the period of restraint
- Any marks noted on the child as a result of the incident and how they occurred
- Action taken (e.g. treatment) in relation to any marks or injuries occurring as a result of the incident.

Sheets to record the restraint of a student can be obtained from Mr Hope. An example is also in the Staff Handbook on the INTRANet). A member of the safeguarding team will contact the student's parent/carer when it has been necessary to use reasonable force to control or restrain a student.

Appendix 7

Attendance

Emerson Park Academy is committed to providing a full and efficient education to all students and embraces the concept of equal opportunities for all. We endeavour to provide an environment where all students feel valued and welcome. For a student to reach their full educational achievement a high level of school attendance is essential. We will consistently work towards a goal of 100% attendance for all students. Every opportunity will be used to convey to students and their parents/carers the importance of regular and punctual attendance.

Student's attendance is subject to various education laws and our Attendance Policy is written to reflect these laws and the guidance produced by the Department of Education. Each year the Academy will examine its attendance at regular intervals to ensure that it is improving and achieving its set goals. Our Attendance Target is 96%.

Academy Procedures

Any student who is absent from the Academy at the morning or afternoon registration period will have their absence recorded as unauthorised until a reason is provided.

A range of support for parents/carers will be made available where they (the parent/carers) are seeking the Academy's assistance to encourage a child to attend school more regularly. We will not ask students to remain at home, other than those that are formally fixed term or permanently excluded, (unless there is a serious risk to the student in question or other students in the Academy. In this case the Academy will seek advice from the LA to establish a way forward).

Lateness

Morning registration will take place at the start of the Academy day at 8.50 a.m. The registers will remain open until 9.25 a.m. Any student arriving after this time will be marked as having an unauthorised absence unless there is an acceptable explanation e.g. school transport was delayed. In cases for example where the absence at registration was for attending an early morning medical appointment, (where evidence is supplied) the appropriate authorised absence code will be entered.

The afternoon registration will commence at 2.10 p.m. and registers will close at 2.30. Students arriving after the start of school but before the end of the registration period will be treated for statistical purposes, as present, but will be coded as late before registers close.

First Day of Absence

Following morning registration all parents/carers of students with a missing mark, i.e. those who are absent with no known reason, will receive a GroupCall text informing them that their child has not arrived at School. The registration mark will remain unauthorised until an acceptable reason for absence is given.

Unexplained Absence

The Academy has a legal obligation to find out why a student is absent. It is the duty of the parents/carers to inform the Academy of the reason for their child's absence. The Academy has a dedicated 'Absence' telephone line and email address for this purpose. Unexplained absences and / or frequent absences can be a serious cause for concern and therefore in terms of the Safeguarding of Children and Young People, any unexplained absences will be a priority for this Academy.

Absence notes/emails/notes of telephone calls will be kept for the remainder of the academic year and in some cases longer. If there are attendance concerns about the student that may require further investigation, then the notes may need to be retained for a longer period. This information may be submitted to the Educational Welfare Officer (EWO), if they are involved in the attendance issues for that particular student.

Frequent Absence

In cases where a student begins to develop a pattern of absences, the Academy will try to resolve the problem with the parents/carers. If this is unsuccessful the Academy may refer the student to the School Nurse if the problem appears to be medical. In other cases the Academy will seek advice from the EWO. Any student whose attendance falls below 90% will be discussed with the EWO at the regular meetings they have with the Attendance Officer. Those between 85% and 90% will be investigated and their Parent/Guardian will be contacted. Any student whose attendance falls below 85% will be referred to the EWO in consultation with the Attendance Officer & Heads of House, for further action. A range of professional staff may need to be alerted to the attendance concerns for this particular student, e.g. a student that has a statement or special need.

Welcome back

It is important that upon return from an absence that all students are made to feel welcome. For example the student will be helped to catch up on missed work and brought up to date on any information that has been passed to the other students.

Promoting Attendance

The Academy will use opportunities as they arise to remind parents/carers, that it is their responsibility to ensure that their children receive their education. The Academy rewards students who have good or improving attendance with individual PRIDE points, Awards Assemblies, Certificates, Rewards Trip and on School Reports.

Student Leave of absence for Family Holiday and Extended Leave

The Academy does not allow holiday or extended leave during term time. However, each case will be dealt with individually.

Consideration may be given to:

- The Child's previous attendance history
- The Child's stage of education
- Record of Student's attainment
- The time of year (exams)
- The nature of the trip (an exceptional experience)
- Exceptional circumstances may apply to service personnel
- When a family needs to spend time together at a time of crisis

Where the Academy does not authorise the request and the student is then absent from school the absence will be marked as **unauthorised**.

In cases of authorised absence where the parents keep a child away for longer than agreed, the extra time will be marked as **unauthorised**.

If a student is absent due to unauthorised holiday, or extended leave, this information will be passed to the EWO and a fixed penalty may be issued.

Working together with the Local Authority (LA)

LA Officers have responsibility for ensuring that any decisions regarding legal intervention are progressed appropriately. In order that the LA can exercise their duty, our Academy staff will co-operate where required. A range of interventions are available to LA Officers, some of which involves the courts involvement. Where an EWO is taking a parent/carer to the Magistrates Court the Academy will provide all the necessary information in the form of 'Certified Extracts' of the register which will be signed by the Head Teacher in advance of the hearing.

Intervention may require Academy Staff to attend planning meetings which will be arranged by the LA. Formal cautioning: this may include the need for a Head Teacher or Senior Member of staff to be in attendance.

- Penalty Notices for extended or unauthorised holidays: The Academy will consider any case in consultation with the LA in respect of Penalty Notices.
- Education Supervision Orders (ESO): This Academy will provide reports and other appropriate information to support the process of an ESO as instigated by the LA.
- School Attendance Order Notices (SAO): This Academy will work with the LA Officers where an SAO notice is considered appropriate.

Register Review

This Academy will work collaboratively with the LA to allow register reviews to be undertaken. The registers will be made available, on the Academy site, for EWOs to perform this duty. The EWO will use the audit to inform the Academy of any issues that need addressing.

Persistent Absence (PA)

This Academy is committed to ensuring that students with an attendance figure of 85% or below are a priority. The PA status for any secondary school is determined by the number of students whose attendance is less than 85% divided by the number of students on role. The Persistent Absence figure is consistently monitored on weekly basis and reviewed in conjunction with our Attendance Officer, Education Welfare Officer's and our Heads of Houses. We strive to encourage and improve the attendance levels of our students and reduce our PA percentage. Meetings are held with parent / carers and pupils to discuss attendance issues and offer help. The Board of Directors are kept updated on a regular basis of the Academies attendance and punctuality statistics.