

Redstone Educational Academy

Behaviour Policy

1 Background and Purpose

- 1.1 Redstone Educational Academy's Behaviour Policy is has been reviewed in order to enhance good practice and further develop the scope of the provision. Particular regard is given to ensuring outcomes are consistently applied across all classes and across both sections.
- 1.2 Behaviour difficulties are closely linked to a failure of a student to access education and make progress. This may be due to a myriad of reasons including social groupings, underlying conditions (such as mental health problems), major upheavals in life circumstances, SEN not properly met, etc.

2 Organisational scope

- 2.1 This Policy relates to all members of staff; parents and guardians; students at Redstone Educational Academy.

3 Our Aims

- 3.1 Redstone Educational Academy seeks to be a well -ordered, safe and supportive independent school in which the individual can achieve his/her best at all times. To enable this, a common code of conduct operates throughout the school which recognises and is tolerant of the rights of all to learn without being distracted by others.
- 3.2 Positive means will be used to encourage and foster good behaviour throughout the school.
- 3.3 Anti-social or disruptive behaviour will be swiftly isolated and dealt with.

4 Our Objectives

- 4.1 A common set of procedures and standards of behaviour will be adopted throughout the school by staff and students alike. These will be incorporated in such documents as the Staff Handbook; the School Rules; student planner and the Parent/ School Agreement.
- 4.2 Clear guidance will be given to students and their parents/ guardians, making them aware of the standards expected at Redstone Educational Academy and how best they can support the School. The School will inform parents immediately of all serious cases of unacceptable or poor behaviour and seek their support in addressing the problem.

- 4.3 Clear procedures will operate informing staff how anti-social or disruptive behaviour is to be dealt with. These will involve a series of staged measures from dealing with incidents at source through to referral to the Head Teacher. Although good discipline competencies will be expected from all Staff, they can also expect support from senior colleagues in dealing with complicated behavioural problems.
- 4.4 Students who have more complex issues related to specific circumstances, EAL etc will need more specialist support to tackle the underlying causes. In these cases, the Heads of Section should make the relevant investigations to ensure that student's needs are met. This may include contacting outside agencies and specialists where the school is not able to provide the required support.
- 4.5 A varied system of rewards will be used at Redstone Educational Academy to encourage and recognise good behaviour. However, it is essential that good behaviour must be seen as the norm and that nothing short of the code of conduct will be expected. Likewise, by encouraging the qualities of self-discipline and tolerance students will be encouraged to develop a positive self image based on acceptable behaviour and good conduct.
- 4.6 Staff and students are encouraged to adopt a system of assertive discipline whereby behaviour is seen as a matter of concern to all and all will take joint responsibility for enforcing the code of conduct. Staff and will monitor behaviour throughout the school and act on all infringements swiftly.
- 4.7 **Focus on positive behaviour** is reiterated by the school ethos and underpinned by the a reward structure. Behavioural expectations and sanctions for Consequences will be displayed throughout the school.

5 **Policy Statement**

- 5.2 Redstone Educational Academy recognises the value of good behaviour and discipline, to support staff; parents/ guardians and students. Redstone Educational Academy believes in promoting the wellbeing of students, thereby enhancing and impacting the quality of education they receive.
- 5.3 The recognition of an Academy-wide policy on behaviour will encourage consistency of practice and promote a culture where staff and students are well supported at key points in their time at Redstone Educational Academy.

6 **Roles and Responsibilities**

- 6.1 All staff are responsible for encouraging good behaviour among members of the school community. They are expected to carry out certain discipline competencies and in the case of teaching staff, maintain good classroom practices.

Most cases of student indiscipline can and will be dealt with at source by the member of staff concerned. However, in more serious cases staff may need to report poor behaviour to the appropriate higher body. **Staff have the responsibility to apply the school's system of sanctions and rewards as described in this behaviour policy. Consistency at all times will be expected.** Designated Staff are expected to contribute to detention

- 6.2 Form Tutors are responsible for monitoring the behaviour of their classes. They are able to provide other staff with relevant background information on students and make suggestions for relevant strategies to deal with them. They will monitor their students on a daily basis with such procedures as work and conduct reports. Subject teachers are a pivotal point in any dealings with a particular student and should be kept informed at all times as to developments relating to poor behaviour. In the first instance it will be the individual subject teacher who will contact parents, although this might not be the case for the most serious matters.
- 6.3 Section Heads are responsible for supporting their department in matters of classroom discipline and student behaviour within their subject area. They will monitor this through a system of classroom observations and shared good practice within the department. The help they might provide could include: withdrawal of individuals from certain teaching groups; advice and support on teaching methods; interviewing individual or small groups of students with behavioral problems within their subject area. Section Heads are expected to monitor sanctions issued by members of their department.
- 6.4 Section Heads are responsible for the welfare of students within each year group. They monitor students' behaviour where this is reaching serious proportions (i.e. across a number of subject areas) and offer advice and support in dealing with individual students. They will support staff with behavioral incidents and may be called upon in serious cases needing immediate attention. Furthermore, they coordinate the school response once parents become involved.
- 6.5 The Head Teacher has overall responsibility for standards of behaviour. This involves informing staff, students and parents of the school's behaviour policy and the code of conduct; enabling new staff to acquire and develop discipline competencies; enforcing the system of rewards and sanctions as described in the behaviour policy. Only the Head teacher can make the final decision to exclude a student.
- 6.6 Directors have responsibility for ensuring that the school publishes and operates its behaviour policy. In cases of temporary and permanent exclusions from school, they act as an appeal body in cases of dispute, in accordance with DCSF Guidance on "***Improving Behaviour and Attendance***".

- 6.7 Parents/ guardians have a responsibility to ensure that they and their children are aware of the school's behaviour policy and support the school in its application.
- 6.8 Students are responsible for learning the code of conduct and applying it to their dealings with staff, fellow students and adults within the school context (including all school trips and visits).
- 6.9 Do's and Do Not's
1. Do not ask students to stand up against the wall, door or windows.
 2. Do not shout at close quarters at a student or exhibit any other type of reprimand that may indicate aggression or the threat of aggression.
 3. Do try to calm situations down. Students should be allowed to 'climb off' and then asked to explain their behaviour.

7 The Consequence system

- 7.1 Redstone Educational Academy implements a firmly grounded and proven method of behavioral discipline in the school referred to as 'The Consequence System'.
- 7.2 The consequence system is a simple and effective control measure made up of four codes. These are namely C1, C2, C3 and C4 respectively. Each code denominates a counter measure to the behaviour issue from a student.

The coding system works in escalation depending upon the severity of the students actions. The sequence and definitions to the coding method are as follows:-

- C1 : Initial verbal warning/discussion by a member of staff or teacher to a student when a school rule is broken;
- C2 : Second verbal warning/discussion by a member of staff or teacher to a student when a school rule is broken (this is effectively a second and final chance for the student to refrain from such prohibited actions before more serious action is taken);
- C3: Escalated Action which results in a 50 minute detention the following day
- C4 : Escalated action to involve a one day isolation and pupil removed from class. This will also include parental contact, Headteacher/ Head of Section involvement, a 'walk & talk' procedure, temporary exclusion etc and entered into the Behaviour Log. A 50 minute detention is also given at this stage after the isolation.
- When a C4 is issued then depending on the reason it can fall under 3 categories:
 - a) First C4 and hence a one day Isolation
 - b) If immediate C4 which entails physical abuse or serious verbal abuse then a suspension is issued and number of days decided by headteacher.
 - c) If it is because of repeat C4 then this result in a two day Isolation, if it is a third C4 then a 3 day Isolation. Each day will include 'Walk and Talk' with a school mentor to talk about his actions and gives an opportunity

for the child to explain his actions. After which he will be put back in class.

There may also be cases where a permanent exclusion takes place, but this will be in only extreme cases and only after discussions have been held with mentors and SLT and Proprietor.



ALL ENTRIES WILL BE LOGGED IN THE SCHOOL BEHAVIOUR LOG FOR RECORD KEEPING.

If a student undertakes a prohibited course of action that is categorised as extreme or severe, the student's parents/ guardians may be called into school immediately and the student temporarily excluded pending a final outcome from investigations into the offence(s). If the student persists on an extreme series of actions and does not show any signs of improvement, the school may decide to permanently exclude the student from the school.

7.3 Temporary reasons for exclusion are but not exhaustive:-

- Repeated refusal to obey school rules;
- Swearing/cursing;
- Serious disruption of other students' learning;
- Serious or repeated bullying;
- Repeated racial or sexual harassment;
- Attacks on other students which result in little or no injury;
- Possession of banned substances on school premises or trips;
- Vandalism of school property;
- Theft.

7.4 Reasons for permanent exclusion are but not exhaustive: -

- Persistent behaviour of the type given under temporary exclusion;
- Attacks on students resulting in injury;
- Physical attacks, or threat of, on staff regardless of severity;
- Serious criminal damage to school property;
- Possession of and/or promoting or supply of banned substances on school premises or on a school trip.
- Refusal to accept staff authority or use of abusive language towards staff (including posting inappropriate or offensive materials in paper or electronic form;
- Spreading material in school amongst fellow students that is tantamount to the spread of corruption including materials of a sexual nature, material likely to cause harm or injury in some way, etc.

7.5 The consequence system can be further broken down into the following criteria in order to ensure the smooth operation of the school:

	Expectation 1: Punctuality, Equipment, Uniform	Consequence
1.1	Arrive at lessons promptly.	C1, C2,
1.2	Bring relevant books to school every day.	C1, C2, C3
1.3	Line up quietly between classrooms.	C1, C2,
1.4	Students should remove all outside clothing before the start of lesson	C1, C2,
1.5	Students to follow the school uniform rules.	C1, C2, C3
1.6	Required equipment is brought to the lesson.	C1, C2, C3
1.7	Mobile phones & electrical equipment must be given into school office at the start of school and collected upon leaving.	C1, C2, C3
Expectation 2: Respond Appropriately		Consequence
2.1	Look at and listen to the teacher when they are talking.	C1, C2,
2.2	Follow all instructions first time.	C1, C2, C3
2.3	Ask questions appropriately.	C1, C2
2.4	Listen to the views of other students.	C1, C2,
2.5	Do not disrupt the learning of others.	C1, C2, C3, C4
Expectation 3: Work To The Best Of Your Ability		Consequence
3.1	Arrive on time to lessons.	C1, C2, C3
3.2	Focus fully on tasks.	C1, C2,
3.3	Complete work set.	C1, C2, C3

3.4	Always complete your homework	C1, C2, C3
	Expectation 4: Respect People, Belongings And Environment	Consequence
4.1	Speak using an appropriate volume.	C1, C2, C3
4.2	Listen when others are talking and speak at the appropriate time	C1, C2, C3
4.3	Do not use offensive language.	C3, C4
4.4	Put all litter in bins provided.	C1, C2, C3
4.5	Do not willfully damage school property.	C3, C4
4.6	Do not willfully damage the personal property of others.	C3, C4
4.7	Move around the school with due care.	C1, C2, C3
4.8	Do not bully or harass	C3, C4

Reports

On occasions, a student may be put on report for various reasons relating to behaviour or support. The SLT will decide how long the student is put on report for a targets are given for the student to achieve. The report is handed to a member of the SLT at the end of the day to sign and then taken home for parents to sign.

If a child does not meet the targets successfully, then the SLT will decide on what steps to take in regards to escalating the scenario. The possible consequences depending on how many not missed and frequency, could include: Detention for missed targets, Isolation or parents called in for a meeting with the Head Teacher.

8 Praising and rewards

8.1 All staff should use reward and encouragement with generosity where it is deserved. Good effort and good work should not go unnoticed and every effort should be made to reinforce good behaviour and good work with praise. The school actively encourages

this positive outlook. The academy has this year introduced Class Dojo as a Behaviour Management tool to aid in giving positive points to students for work.

8.2 Types of and reasons for praising that the school offers its students but not exhaustive to, are:-

- Oral and written praise;
- Recognition of good work and behaviour;
- Class Dojo;
- Prizes and gifts;
- Letters to parents/ guardians;
- Certificates;
- Posts of responsibility;

9 Policy context

9.1 It is recommended that this policy is read in conjunction with the:

- Anti-Bullying policy;
- Homework policy;
- Attendance and Punctuality Policy;
- Parent – School agreement;
- Equal opportunities policy;
- Health and safety policy;

10 Policy Review

10.1 This policy will be reviewed on an annual basis or amended as and when deemed necessary.

11 Equal Opportunities

11.1 The Redstone Educational Academy is committed to ensuring equality of opportunity for all and consequently will monitor the application of this policy and procedure to this effect.

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