



Joseph Leckie Academy

Positive Behaviour Management Policy

This policy is reviewed annually

History of Document

Approved by Governors: 11/09/2019

Review date for Document: 11/09/2020

Introduction and Rationale

At Joseph Leckie Academy we believe that good behaviour is fundamental to the aims of our Academy. It is vital that we nurture good behaviour to achieve our core aims for the children in our care. These are preparing our students to be good decent people who are honest, kind and considerate and who have the best qualifications and skills.

Our ethos is based on developing and sustaining good relationships and all adults within the Academy set a positive example. It is everyone's responsibility to ensure that all students behave well at all times and that those values permeate the Academy. All staff should be prepared to deal with issues that they come across, only referring to appropriate colleagues when necessary. Adults nurture good relationships through the care and interest they show children. In this way we enable them to leave well prepared for the outside world and adult life.

Responsibilities

The students' responsibilities are:

- To know and follow the Joseph Leckie Academy's behaviour principles
- To respect differences and value everyone's contribution.
- To represent the Academy well by behaving in a respectful, orderly and calm manner at all times including the journey to and from the Academy.
- To aim to achieve their best through hard work and commitment.
- To act in consistency with the Academy's values.

The Academy's responsibilities are:

- To prepare all students to be happy and responsible adults.
- To treat all students fairly, equally, with respect and care.
- To create a safe, secure, engaging and pleasant environment for learning
- To promote good behaviour and deal appropriately with poor behaviour.

The Parent/Carer's responsibilities are:

- To ensure that their children understand the importance of good behaviour and attendance at all times including travelling to and from the Academy to home.
- To be interested and involved in their child's education praising them for their efforts and achievements
- To encourage and support the completion of independent study and revision.
- To communicate with the Academy and foster good relationships between the Academy and the student's home life.
- To inform school of anything which may impact upon students' behaviour in the Academy.

The Teacher's responsibilities are:

- To have high expectations of students in terms of their behaviour and academic achievement, including planning differentiated lessons which engage students.
- To ensure that the classroom is safe and that it is a positive and successful environment for learning.
- To apply the Academy rewards system when a student has performed well in any area.
- To communicate with parents where behaviour falls short of the behaviour principles or if a

student has excelled.

- To use a calm, stepped approach to the implementation of positive recognition and sanctions.
- To record interventions accurately on the Academy's SIMS system.
- To be a positive role model and treat all students equally and with respect and care.

The Governor's responsibilities are:

- Monitoring the effectiveness of the behaviour strategies being used by the Academy.
- Ensure that classrooms provide a safe and successful environment for learning.
- To communicate with parents where behaviour falls short of the behaviour principles.
- To monitor the use of exclusions, bullying and prejudiced related incidents.
- To be aware of the Prevent strategy.

Out of school, social times, and the journey to and from the Academy

Students are expected to be respectful and keep safe at all times. At social times and on the journey to and from the Academy, this is even more important as there may be no direct adult supervision. We expect all students to act honestly and kindly on the way to and from the Academy and during school social times.

Social times in the Academy should be a time when students can relax following lessons and not worry about the conduct of other students. We also recognise that modern technology means that behaviour outside the Academy can impact on school life (e.g. bullying, social media, and texting). We will intervene if appropriate to ensure that students feel safe, enjoy being at the Academy and are successful.

Poor Behaviour from students at these times will be acted upon by all members of staff within the same structure as classroom management with every effort being made to de-escalate situations using C1 to C3 and it expected that all staff take an active role to ensure that students understand expectations within the Academy behaviour principles. Should a more serious incident occur then a student should be referred to the HOY who will investigate and seek LT support if necessary for further sanction.

Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will:

- Display classroom rules and routines which are in keeping with the behaviour principles and values.
- Create a seating plan for the class using boy/girl wherever possible.
- Have high expectations of students.
- Exhibit high standards of personal behaviour principles and values.

Develop a positive relationship with students, which may include:

- Greeting students in the morning/at the start of lessons.
- Establishing clear routines.
- Communicating expectations of behaviour in ways other than verbally.
- Highlighting and promoting good behaviour.
- Concluding the lesson and each day positively and starting the next day afresh.

- Low level disruption should be dealt with by a calm stepped approach.
- Using positive reinforcement.

Stepped Consequences for students who misbehave – these should be made clear and explicit in a calm manner to students as they occur so that students are aware they are behaving in a way that is not acceptable to you as a classroom teacher. **The formal C1-C3 structure is present to support staff with behaviour and to give clarity and consistency for students. Teachers and staff should use professional judgement prior to these sanctions being applied and should use established strategies where appropriate to de-escalate behaviours. Staff can administer chosen individual sanctions which they find effective with students as appropriate within their established classroom rules. These may include but not exclusively, a faculty/departmental report, detention or discussion at the end of the lesson.**

Within the PBM structure, it should not be possible for a student to move directly to a C3, they are hierarchical steps which should de-escalate behaviours. During lessons use de-escalation not escalation* (Using C1-C3)

C1 – A calm reminder of how student(s) should behave. This should not be confrontational.

C2 – Second warning, remain positive and encouraging, move seats now where possible if this would support improvements. Time out of class may be appropriate to cool down and a quiet reminder of expectations – no more than 2 minutes and door to remain open (your professional judgement is required here as there will no doubt be some students for whom this strategy would not be appropriate).

C3 – Third warning, with a seat move if possible and not already moved. This should be done in a positive way with explanation to avoid conflict. If a student has reached C3 then a reflective discussion with the teacher should occur to discuss expectations and behaviour. This should ideally be at the end of the lesson but must happen prior to the next lesson so that issues are resolved and a fresh start is facilitated. This is not a detention but a positive behaviour discussion. This is another level or attempt to diffuse or prevent escalation.

If a student fails to comply with the request for reflective discussion or fails to attend then the teacher should call parents to request support to ensure the student attends. If there is further failure, then the HOF/HOD should be informed and take further action with the student and parents to ensure that the discussion occurs.

C1 to C3 will not be recorded on the SIMS behaviour module as a consequence as they are the tools of a classroom teacher, however the reflective discussion should be recorded as an initiative on SIMS (box 7) in order for the teacher to evidence that they have successfully taken place should it be required for discussions with parents.

No improvement in behaviour after a C3 then a student would be sent to the subject Hotspot with a yellow slip completed by the class teacher and class work.

Hotspot

This is an opportunity for a student to be removed from a situation which may escalate if the student remains within the class. The hotspot teacher should accept the student without confrontation and allow the situation to calm as it is the classroom teacher who will deal with the behaviour. The student should be sent with work but the Hotspot staff should not confront the student about completing this.

The class teacher will complete the top section of the yellow slip and send this with the student. The teacher will at some point during the day complete the lower half of the yellow slip and place this in the central collection point designated by Hotspot coordinator. At the end of the day or before 9.00am the following morning all faculty/departmental yellow slips will be delivered to the central collection point in the Art block by support staff and the information will be entered into SIMS by administrative staff. The teacher sending the student to Hotspot will make contact parents to inform them of the poor behaviour and inform them that the student will need to complete a detention, explaining that a reminder text will be sent via administrative staff.

The class teacher must visit the student in the detention to have a reflective discussion with the student even if they are not supervising the detention.

Non- attendance must be followed up through the HOF/HOD who should contact parents regarding the issue and reschedule the detention and the reflective discussion. Further failures to attend or comply should be referred to HOY/SS link for support.

If a student fails in Hotspot or refuses to go then they will be sent to or taken by on-call staff to the Time Out Room.

Time Out

A student will be sent from Hotspot to Time Out with a red slip completed either by the class teacher if the student refuses or the Hotspot staff. Time Out staff will record the details and issue a 1 hour subject detention for the next available time to the student.

The teaching staff must send full details of the incident to Time Out staff for SIMS records which will be completed by Time Out staff. Time Out staff will call parents to inform them of the incident and the subject detention.

The class teacher must visit the student in the subject detention to have a reflective discussion with the student even if they are not supervising the detention. The class teacher will record the outcome of the RD in the initiatives section of SIMS (Box 7), confirming it was successful.

Non- attendance must be followed up through the HOF/HOD who should contact parents regarding the issue and reschedule the detention and the reflective discussion. Further failures to attend or comply should be referred to LT.

Failure to comply with Time Out must be referred to a LT member who will decide follow up action which may include, but not exclusively:

- Support in calming the situation and allow reflection. In this case the student will spend a period of time in Internal Isolation with SS staff or Time Out Staff for reflective intervention.

- Sent to SS staff for immediate reflective intervention
- Work with LT member for reflective intervention
- Leadership Detention
- Sent home on FTE in extreme cases. This will be followed with reflective work and mediation with staff through SS link/LT member on return.
- Parents will be informed at all stages as required. To support improvements parents may be required to agree to and sign a behavioural contract which will be reviewed as appropriate.
- The Time Out Manager will liaise with the SS Manager and HOY where students have persistent referrals to ascertain if external or internal programmes of work may be required to support a student's behaviour improvements.

Circumstances in which Time Out may be used other than above are outlined in the Time Out working practice later in this document and will not be recorded as a behaviour but marked with code 4 on the register and a comment added by Time Out staff, to inform attendance the location of the student.

Internal Inclusion with HOY/SS Link

Internal Inclusion will only be used where a member of the Leadership Team deems that an incident is more serious and warrants greater intervention than Time Out. An internal Inclusion for behaviour can only be authorised by a member of the Leadership Team as it is for a serious behavioural incident; however uniform issues can be dealt with in this way directly by HOY if unavoidable following contact with parents.

The students will be in isolation with the HOY who will be supported by the SS link staff. The HOY will take responsibility for the student's behaviour and discuss the issue at parental meetings, which may be supported by SS staff. SS staff will take responsibility for working with students to modify future behaviour and organise reflective discussions with staff or students involved where appropriate during the isolation period.

Internal Isolations will be recorded on SIMS by the HOY/SS staff as appropriate. Isolations for serious incidents are marked on the register as code 2 alongside the recording of behaviour and isolations. In the case of holding whilst an investigation is conducted or unavoidable uniform issues the register should be marked as code 4 and a comment added so that the location of the student is known. Teaching staff cannot record these incidents as all serious issues must be referred through HOY/Leadership Team. All staff involved must give full information to HOY/SS staff for recording on SIMS.

Whilst in Internal Isolation students will have a reflective conversation with the HOY or SS staff as appropriate and discussions regarding why they have been put into isolation and how to avoid this in the future. The student will complete the internal isolation reflection sheet which will be kept by pastoral staff. A summary of any mediation/ reflective work carried out with students should be recorded in SIMS under initiatives (box 7) by the HOY or SS staff.

In some circumstances it may be possible to resolve an issue before the end of the notified inclusion period to the satisfaction of all concerned when mediation/reflective work is complete and the student can be reintegrated into timetabled lessons earlier than planned. If this is the case

then the LT member who has sanctioned the Inclusion must be in agreement and completely satisfied that the issue is resolved.

Failure to comply in Internal Inclusion with SS staff should be referred directly to the HOY for intervention and parents must be contacted by HOY. The SS Manager and LT link should also be informed at this point. Where it is felt appropriate to support improvements, parents and students will be required to agree to and sign a behavioural contract which will be reviewed as appropriate. If following intervention from HOY the student is still noncompliant they should be referred to the LT link for further actions.

Fixed Term Exclusions

All FTE sanctioned by the Principal or a nominated member of the LT, will be recorded on SIMS by the Principal's Personal Assistant. LT will provide full information to this member of staff and arrange a return meeting with parents if necessary. Where it is felt appropriate to support improvements, parents and students will be required to agree to and sign a behavioural contract which will be reviewed as appropriate.

On return the student will initially go to the HOY/SS link and not directly into lessons. This is not a further sanction but an opportunity for a mediation/ reflective discussion with staff/students involved where appropriate to ensure that all issues are resolved. This is due to the fact that it may not have been appropriate to do this prior to the exclusion.

Consequence Points and Staff Sanction Summary

Sanction	Code	Consequence	Recorded on SIMS by	Student Points
Hotspot	HS	30 min Subject Detention	Administration Staff	30
Time Out	TO	60 min Subject Detention	Time Out Manager	40
Internal Isolation	II	Isolation with HOY	HOY/SS	50
Fixed Term Exclusion	E	FTE	Principal's PA	50

Lateness to the Academy and Lessons

Students late to lesson prior to registration will be recorded by attendance staff, students will be issued a lunchtime detention for the same day with HOY.

Students recorded as late to lessons or identified as being late by staff will be issued with a lunchtime detention for the following day with the HOY. This should be monitored through SIMS by the end of the day by HOY/SS staff and students notified during form time the following morning.

If students fail to attend the lunchtime detention the HOY/SS staff will call home and seek permission to keep student for 30min at the end of the day.

Repeated lateness will be monitored by HOY/SS staff and will require further intervention. Parents

should be contacted in order to gain support.

If lateness does not improve then the support of LT for further sanctions should be sought.

Responsibility of Classroom Teacher

- To de-escalate behavioural issues at every opportunity.
- To Support HOF/HOD with faculty/departmental detentions as appropriate.
- To send students to Hotspot with work to complete and the completed Yellow Hotspot slip.
- To complete the details on the Hotspot slip and ensure it is delivered to the designated place before the end of the day.
- To attend reflective discussions with students during allotted detention time in the case of Hotspot or Time Out referrals. This may take only a few minutes but is a crucial part of the process to ensure issues are resolved and there is no continuation in the next lesson.
- To summarise the outcome of the reflective conversation and record on initiatives on SIMS.

Responsibility of HOF/HOD

- To monitor the Hotspot referrals for staff within their faculty/department, and discuss any identified issues with staff members.
- To ensure all yellow Hotspot slips are sent to the collection point in the art block at the given time.
- To monitor faculty/departmental reports where applicable.
- To refer students who are receiving numerous Hotspot referrals to SS staff/SS manager/HOY for planned intervention.
- To monitor that the detentions are completed by students and that staff members complete reflective conversation with students during this sanction for both Hotspot and Time Out.
- To support the Classroom teacher with students where the initial Hotspot and Time Out detention failed.
- To organise an alternative provision for any student sent to Time Out from Hotspot for future lessons until Reflective Discussion has been completed. This should not be for more than 2 lessons.
- Discuss the issue with parents if the student fails to comply with the detention sanction or the Reflective Discussion is unsuccessful.
- Refer students who fail to comply following parental contact to HOY/SS staff.

Responsibility of HOY

- To monitor behaviour within the Year Group through the behaviour and interventions module in SIMS.
- To carry out early interventions with students to bring about improvements through positive reinforcement of expected behaviours.
- To take and act on referrals from HOF/HOD in the case of failed Hotspot.
- To monitor Time Out referrals from information provided by Time Out Manager and take action for early intervention with the support of SS staff.
- To refer students at risk of deterioration in behaviour to the SS Manager for specific intervention/this may include external input.
- To discuss behaviours with parents and hold parental meetings as necessary.
- To complete BIP's for students whose overall behaviour is a cause for concern or

unacceptable in a number of areas,

- To carry out investigations into more serious incidents and refer to LT member if further action is required.
- To act on uniform issues for all students swiftly, consistently and persistently.
- To record a summary of any intervention carried out with students on SIMS Initiatives.
- To monitor/conduct lunchtime detentions for lateness to morning tutorial/assembly and lessons.

Responsibility of SS Link

- The SS Link will support the HOY with interventions and reflective conversations for students that are receiving numerous Time Out referrals, Internal Inclusions and exclusions to bring about modifications in behaviour.
- They will arrange reflective conversations with staff and/or students that are in Internal Isolation and ensure they are completed successfully.
- They will use programmes and materials provided by the SS Manager to support students individually or as part of a small group.
- They will liaise with teachers and HOF/HOD to monitor that agreed interventions are being implemented and are having a positive impact on student behaviour.
- Through discussions with all parties involved the SS Link will adjust interventions as necessary. This may be due to improvement in behaviour or due to initial interventions not being effective.
- They will support the HOY with students identified as receiving excessive behaviour points and plan and implement early intervention to ensure behaviours are addressed and modified.
- They will contact parents to ensure that they are in agreement with interventions in place and the progress/success of these interventions.
- At all stages of intervention, they will record a summary actions/interventions on the intervention module of SIMs to ensure a complete record is held centrally.
- At all stages the SS link will keep the HOY, SS Manager and Leadership Link informed as necessary.
- To support with vulnerable students as identified by SS Manager/HOY.
- To record a summary of any interventions carried out with students on SIMS Initiatives.

Responsibility of Student Support Manager

- The SS Manager is currently attached nominally to Year 10 as Year support; however, this will not mean that they will only be involved with Year 10 students. It is envisaged that the current Head of this year group will wish to continue to deal with everyday behaviour issues themselves and that support will be primarily with the students that are already identified in this Year group or additions if students become repeat offenders.
- The SS Manager will identify from previous behaviour records existing students in each year group that require support and liaise with the SS link to ensure that these students receive continued support.
- They will provide materials and guidance on initial interventions to SS link staff.
- They will monitor the progress of interventions and discussions SS staff are having with students via direct communication and through the behaviour and intervention modules on the SIMS system.

- They will receive referrals from HOY regarding students that require more specific interventions or programmes of work to support behavioural improvements.
- They will deliver alternative programmes as appropriate for students across all Year groups if appropriate. Time will be agreed via HOY for this to be facilitated.
- They will support the development of SS link staff as appropriate to deliver some elements of support programmes as appropriate.
- Liaise with HOY/LT to support referrals of all Year groups to external agencies as required for behavioural and emotional needs.
- To record a summary of any interventions carried out with students on SIMS Initiatives.

The Time Out Room (TOR) - Working Practice

Purpose

To provide an area for students who are causing a major disruption in class, preventing the learning of others, necessitating a Red Card being given by Hot Spot staff.

To provide a working area for those students who are involved in the investigation of an incident or awaiting arrival of parent/carer this might also be for uniform issues too, where a HOY has been unable to resolve the issue immediately.

Space is clearly limited and thus placements will be made judiciously.

Placement in Time Out Room

Students will be placed in Time Out Room only by Hot Spot members of staff or a member of the Leadership Team whilst investigations of incidents are carried out by the HOY.

They will only be placed if the above criteria are met.

Student Activity

- If possible, students should bring work for the subject from which they have been withdrawn.
- If above is not possible, then the Time Out Room Manager will issue work, relevant to student and subject, from stock materials provided by Head of Faculty/Department.
- All students will also complete a Self--Reflection form and/or an Incident form.
- At the end of a period, the Time Out Room Manager will decide whether or not it is appropriate for the student to leave the Time Out Room in order to attend their next lesson, which would be the usual aim.

Staff Activity

Any students placed in the TOR as a result of the following will need to be held until an outcome has been decided by Head of Year/Link LT:

- Fight or violent activity
- Abuse to staff

Once seated allow time for the student to calm down before asking the student to complete a reflective reflection sheet. This should not take more than 5 - 10 minutes.

Note: All students must complete a reflection sheet and have a conversation with Time Out

Manager before leaving the TOR. The subject detention will be arranged and the teacher involved will ensure they see the student for a reflective conversation. If a student refuses, contact a member of the LT for further action.

After 5 minutes or as the situation is assessed, start reflective conversation with student to ascertain what has happened during the lesson and go through the form with them to ensure it is completed fully. Remind student of the Academy's values/expectations and how by not adhering to these they have let themselves down. Outline what action needs to be taken to move forward. Student will need to continue working on class work given or work provided by the Time Out Manager. It is also accepted that there will be occasions when to force a student to complete work or read would lead to an escalation/conflict and would be counterproductive. In these cases, professional judgment will be used to manage and de-escalate as necessary.

Student will be permitted to leave once the period has finished unless they have been involved in an incident which is pending a Head of Year investigation. In such cases the student will be permitted to leave upon notification from the Head of Year.

The Time Out Manager will record the details on SIMS and email staff member to remind them of the detention and that the student will be available there for the reflective conversation. If a student does not appear ready to return to a lesson, the Time Out Manager will make a discretionary decision to hold the student until able to contact HOY or SS link.

The Time Out Manager will monitor the system and email relevant HOF/HOD to ensure that the student has completed the detention and that staff have completed the reflective conversation, ensuring this is logged on SIMS.

The Time Out Manager will take note of when the next lesson is. It is expected that until the student has completed the subject detention and reflective discussion the student would not be permitted to return to the class and alternative arrangements made by the teacher/ Head of Faculty/Department for that student to be placed temporarily in another class. Time Out Manager will chase to ensure conversation has been completed successfully.

All reflection forms will be kept by the Time Out Manager for filing (alphabetically by year). If the Reflective conversation is not successful, staff member should inform the Time Out Manager with this information and this will be referred to Leadership Link for further action.

Should a student be placed in the TOR for a second time in one day, they will remain in the TOR until the Time Out Manager is satisfied that they are in the right frame of mind to return to lessons that day. Attendance and relevant teachers as well as the HOY/SS Link and SS Manager are informed via email so that support work can be organised if the students will not be returning. To record a summary of any intervention carried out with students on SIMS Initiatives.

Referral from Cover Supervisors through Hotspot

Time Out Manager will email the absent teacher, copy Head of Faculty/Department and Cover Supervisor to inform that student had been removed from the cover lesson and placed in the TOR. Time Out Manager will invite Cover Supervisor to attend the subject detention with student if possible. If not possible, the Reflection form will be sent to the Cover Supervisor's email for

resolution and request they return the form to the Time Out Manager's email or the original in person.

Time Out Manager will monitor and chase if necessary, to ensure Reflective Discussion has taken place.

Students in TOR via LT Link pending investigation

- There may be students in the TOR for other reasons such as uniform infringements, under investigation over an incident etc.
- Students will be marked with code 4 on the register with a comment, but there will be no need to complete a reflection form unless instructed by HOY/LT Link.
- Students will be expected to complete work in core subjects if they do not have subject work.
- Students in Time Out for uniform Issues (for more detailed information see Academy uniform policy)
- If a student is inappropriately dressed, parents/Carers will be contacted by HOY and asked to bring appropriate clothing to the Academy, or if appropriate student sent home to change. This will be authorised only by the HOY/Link LT and any missed time in lessons will need to be made up.
- If above is not possible then students will be offered the opportunity to borrow the appropriate items held by HOY. These items will have been washed and will be clean.
- If a student refuses this, then they will be expected to work with HOY until the correct uniform is available. Student will be marked in register as 4.
- In exceptional circumstances, such as other HOY commitments students may be placed in the Time Out room until uniform issues have been resolved by the HOY. In this case a reflection sheet does not need completing. Student will be marked in register as 4.
- The Academy will do whatever it can to support families with obtaining the correct uniform.

Students in TOR all day – Break/lunch time information

If there are any students in TOR who are remaining in there for the day, it is the responsibility of the HOY to ensure students are taken for/receive food for break and lunch.

Student Support Link Working Practice

Their core responsibility will be to personalise behaviour interventions, support and mentoring systems for each of the targeted students in conjunction with SS manager and HOY. An intervention is specifically designed to overcome a specific problem or issue that is causing a student's behaviour. Interventions are agreed and committed to by the student, their parents and the SS Link.

SS link personnel will mainly be engaged with those students in their respective year who have accrued the most behaviour points/Time Out referrals/previous placements in the SS or external exclusions and those vulnerable students previously identified via SS Manager and HOY.

They will arrange for each of them to be extracted from a lesson and will spend time with them to identify what the trigger points were for the unacceptable behaviour and to give them strategies to assist them in making more appropriate choices in the future. Meetings will be short, time limited

and business like with time for reflections on past issues, agreed targets and outcomes agreed in each meeting. At the start of the process meetings will need to be frequent and can either be via withdrawal from a class (avoiding the same subject wherever possible) or by dropping into a class to see how they are getting on – teachers should be made aware that you may be visiting and your arrival and visit should not disrupt the learning or teaching. The same structure should apply for vulnerable students but with a different focus.

On occasions it might be necessary for a student to be referred to the SS Link because of an incident in a classroom or during social times and the Time Out facility is not available. LT Link will make this decision in conjunction with the relevant HOY/SS Link but it is imagined that these will be the exception rather than the rule and will not mean that the SS Link becomes no more than a supervisor of naughty badly behaved students. The SS Link will however be responsible for organising the Reflective Discussion with staff and/or students to ensure issues are resolved.

It might mean the SS link being an advocate or support for the student with the member(s) of staff and together seeking a way forward whereby the student does not lose face. Ways should be found for students to opt out of laddish/unacceptable/anti-social behaviour without loss of peer status. Students welcome the opportunity to be themselves and succeed. Examples in rare situations may be:

- Removal from yard at break and lunchtime so they can opt out of negative behaviour.
- Allowing them to go home for lunch.
- Looking at student groupings in classes as well as seating plans, changing year halves etc.

Any modifications to school day as above must be agreed with HOY or LT link as appropriate.

Other aspects that they may be involved in are:

- Evidence about previous behaviour is incontrovertible and for the future needs to improve significantly. These students are likely to have been previously identified by HOY/SS Manager and interventions should be discussed to ensure they are consistent.
- Agreeing targets / Behaviour Improvement Plan (BIP) for improved behaviour in lessons/around the Academy with students.
- Communicating and agreeing targets for improvement with HOY/Tutor/SS Manager/Link LT and parents.
- Check interventions are understood and being implemented.
- Check interventions are having the desired effect.
- Change the interventions if they're not effective in conjunction with HOY/SS Manager.
- Communicate with SS Manager/HOY/Link LT, other members of staff as necessary as well as parents.
- Conversations with students will be evidence based; focusing on unacceptable/poor/anti-social behaviour so there is ample opportunity to reflect and to talk about with the students.
- Body language is business – like.
- Agreements are unequivocal – student choice is removed. Deals are struck – transactions assume something for something. This brings 'buy in'. Mutual responsibility is followed through.
- There is clarity over who gains what, reciprocation is established. Students are expected to engage positively by discussing, and agreeing to, the specific solutions to their previous poor behaviour/choices.

- Challenging unacceptable behaviour when it occurs in the future.

Student’s core responsibility: To engage positively and proactively with the Link SS person.

Parents’ core responsibility: To support their child fully and positively in order to bring about changes in behaviour.

Rewarding Excellent Work and Behaviour

Positive Behaviour Management is not just about applying sanctions; it is also about rewarding positive behaviours with students. There are many ways to praise/reward and when dealing with students around the Academy all staff should look for opportunities to use a variety of these wherever possible. Some possible ways are:

- Using verbal praise quietly with a student
- Sending a good news postcard to parents, this helps parental engagement too.
- Making a positive phone call to parents.
- Send a student to show their work to the Principal or invite the Principal to your class to see work and praise students.
- Let the HOY know about good things, they can also praise and reward students or call parents with positives.
- Use Vivo points in accordance with the Academy Policy.
- The Vivo Miles System – for all students at all Key Stages

For positive behaviour management to be effective students must also be rewarded for good work or actions alongside praise to encourage good behaviours and attitudes.

All students will receive rewards through gaining Vivo Miles for good work, good behaviour, actions or attendance according to the table below:

Achievement Code	Vivo Scale	Maximum Achievement Vivo Awards
H1	50	Awarded by HOY only for form hero/year award/consistently improved behaviour/100% attendance
A4	40	Consistent and exceptional effort, work, progress or action (A wow)
A3	30	Outstanding effort, work, progress or action
A2	20	Excellent effort, work, progress or action
A1	10	Good effort, work, progress or action

Each faculty/department and year group should have a clear policy for the awarding of Vivo Miles, which should be used consistently by all staff through their Vivo account. Staff can award any number of Vivo points within a particular band, they do not have to award the full 10 points for A1 and they can award any number between 1 and 10.

To ensure that all students that warrant reward for consistent behaviour and attendance the Academy will automatically reward students each half term with an allocation of Vivo points based on information on the SIMS system. This will ensure that consistency and improvement is rewarded for every student within the Academy.

SIMS Information	Vivo Reward
100% Attendance per half term	40
95 - 99.9% per half term	20
No negative behaviours per half term	40

Accumulated Vivo Miles can be used to purchase an item from the Vivo Miles on-line catalogue or rewards offered via the Academy. Staff and students are able to recommend items for addition to the catalogue as rewards by gaining agreement from the Leadership Team.

Reflection Form – My Behaviour

Name:		Form:		Date:		Time:	
What happened?							
What do you think you did wrong?							
Why did you behave like this?							
How did this make you feel?							
What effect did my behaviour/s have on others? (Who was affected?)							
What should you have done? How will you react differently next time?							
How can you put things right?							
Student Attended reflective discussion						SIMS Record	
Completed Satisfactorily						Yes <input type="checkbox"/>	No <input type="checkbox"/>
Time Out Manager (Date and Sign):							

This form should be retained by the Time Out Manager

Yellow Hotspot Referral

Student Name:	Form:
Date:	Time:
Teacher Sending:	Receiving Room:

Yellow Hotspot Referral

Student Name:	Form:
Date:	Time:
Teacher Sending:	
Details of Behaviour:	

This should be sent with the student to Time Out.

Red Time Out Referral

Student Name:	Form:
Date:	Time:
Teacher Sending:	Receiving Room:

This should be sent with the student to Hotspot.



Joseph Leckie
Academy

Behaviour Contract

Student Name: Form:.....

The student agrees to:

- Attend regularly and on time.
- Wear full uniform at all times.
- Arrive to all lessons on time.
- Be respectful to all staff.
- Be respectful to other students.
- Be ready to learn.
- Complete all work given including homework.
- Comply with all Academy rules at all times.
- Always tell a teacher / member of staff if I have a concern about myself or another student.

Student Signature: Date:

The parent/carer agree to:

- Ensure the student attends school regularly and on time.
- Ensure that he / she wears the correct uniform and is prepared for learning.
- Support the Academy with any consequences given by Academy Staff.

Parent/Carer signature: Date:

Name of Staff Present:

Staff Signature: Date:

Dealing with and recording with behaviour issues in the Academy

PBM should be used to de-escalate poor behaviour and promote good behaviour, therefore promoting learning and should be used consistently alongside the Academy Rewards system. It is crucial that the sanction system is followed in a hierarchical manner and recorded with the sanction accurately by the correct person. To aid this process please use the outline below and refer to the full policy for further information.

Consequences structure for any staff member (not recorded on SIMS)

C1 – Verbal warning in a positive manner and encourage to adjust behaviour with explanation.
C2 – Second warning, remain positive and move student seats if appropriate to support improvement.
C3 - Third warning, student moved if not already, (with explanation). The teacher should have a reflective discussion with the student prior to next lesson so issues are resolved. Failure to comply or to attend then the teacher should call parents to get support and ensure student attends. Further failure- refer to HOF/HOD.

Hotspot within Subject Areas (Recorded on SIMS and Actioned by Classroom Teacher)

HS – Student sent to Hotspot by teacher with a completed yellow slip. 30 min subject detention during which the class teacher must spend time having a reflective discussion with the student even if they are not supervising the session. Non-attendance must be followed up by HOF/HOD with parents and the detention and reflective discussion must be rescheduled. Further non-attendance should be referred to HOY/SS link.
Staff should not record time out referrals but must send details to time out staff to avoid duplication.

Time Out Consequence (Recorded on SIMS by TO Staff only)

TO– Failure/refusal in HS will be sent/taken by on-call to TO with a red slip. 1 hour subject detention set and recorded by TO staff for faculties /departments. The class teacher must spend time having a reflective discussion with the student even if they are not supervising the session. Non-attendance must be followed up by HOF/HOD with parents and if further refusal referred to LT member. Failure to comply in TO will be referred to LT for follow up action. Class teachers must provide full details to TO for recording on SIMS.
Staff should not record time out referrals but must send details to time out staff to avoid duplication.

Serious Incidents recorded on SIMS by HOY or SS staff only

More serious incidents that warrant a greater intervention than TO will be sanctioned by a member of LT.
S1 – Inclusion with HOY/SS staff and **recorded by HOY/SS staff** with reason and any action taken. Parents notified by HOY. The SS link will arrange a reflective meeting with the class teacher/staff member to resolve issues to be held during the inclusion time.
Teaching and support staff should not record these incidents but should provide information regarding any incident to HOY or LT link as appropriate.

Serious Incidents – Formal Exclusions

All information for formal exclusions will be recorded by the member of staff in the office with responsibility for sending letters to parents. **Staff should not record** these incidents but should pass on all information to the LT member dealing with the incident. Where appropriate a reflective meeting with staff involved should be held.

These sanctions can be given at any point during the Academy day and during any activity. However, incidents occurring in classrooms or curriculum areas should be followed up and addressed through HOF/HOD and incidents at other times should be followed up and acted on by the HOY.

Lateness

Registration Lateness

This will be monitored and recorded by attendance staff and students will receive a lunchtime detention with their HOY on the day of the lateness.

Lesson Lateness

Lesson lateness will be monitored by HOY/SS staff and students will receive a lunchtime detention with their HOY on the following day.

Student Code of Conduct

I will do my best to behave in a way which shows Respect for Learning. This means:

- Attending each day and arriving on time for school and lessons.
- Being prepared and bringing everything I need to lessons.
- Listening to others. One voice in the room, so that the thoughts and answers of all are respected.
- Behaving and being on task throughout the lesson, making it easy for everyone to learn and for the teacher to teach.

I will do my best to behave in a way that shows Respect for Self. This means:

- Wearing my uniform properly and proudly.
- Having integrity, always doing the right thing, even when others are not looking.
- Doing my best and taking pride in my work in all classes and through independent learning.
- Taking good care of myself, my property and my time.

I will do my best to behave in a way that shows Respect for Others. This means:

- Being kind, courteous, co-operative, friendly and showing consideration for other people’s feelings and points of view.
- Being humble. Putting the needs of others before our own and being respectful in victory and defeat.
- Always speaking in a respectful way towards students and staff, never swearing or using racist, sexist or homophobic terms.
- Moving around the Academy safely and sensibly, taking care of other people’s property.

I will do my best to behave in a way that shows Respect for the Academy. This means:

- Wearing the correct uniform on the way to and from the Academy and whilst on site.
- Taking good care of property and the environment, in and around the Academy.
- Not chewing “gum” at any time in and around the Academy.
- Not dropping litter at any time.
- Always giving the right impression of the Academy, by showing respect to visitors.

I will do my best to behave in a Responsible Manner. This means:

- Not acting in a way which may endanger the health and safety of others.
- Ensuring I do not bring any banned items into the Academy.
- Not using my mobile phone or other devices at any time during the Academy day.

I agree to follow the above Code of Conduct and understand that there will be a consequence if I break the Academy Rules.

Student signature: Date:

As a parent/carer, I agree to support the Academy to ensure that my child abides by the expectations outlined above.

Parent/carer signature: Date:

Promoting Positive Behaviour

It is the responsibility of every member of staff to maintain a positive atmosphere within the Academy.

CONSISTENT

INSISTENCE

PERSISTENCE

Stay calm and in control. Speak as politely to students as you would a class of adults. Give students dignity and choice. Give students choices, e.g. "You can either stop disturbing others or you can move."

Avoid making them choose between impressing their friends and following your instructions. Talk privately to students misbehaving so that they are able to make the right choice without losing face.

Talk as quietly as possible. If you talk loudly, students will take this as a sign that they are being loud and will then become louder. You will have more presence if you talk more quietly so that they have to be quiet to hear you. The quieter you are the more respect and control you have as well as appearing to be more confident and in charge. Being quiet with students makes it hard for them to become angry with you.

Assume compliance and appear shocked at all violations of rules. Vary your tone of voice when you reprimand. If you use the same tone as when you are teaching, then it will be perceived that behaving badly is not unusual.

Use five times as much praise as criticism. Praising students who are on task, giving of their best, is a subtle way of letting others know that their behaviour is not of the expected standard.

Use positive language and "Thank you". Be sincere.

Follow up incidents as soon as possible and definitely the same day. If students know that they will not get away with things they will stop trying to do so.

Don't assume that students will remember your rules from one lesson to another –make it as easy as possible for them by reminding them and reinforcing positive conduct.

Do not threaten what you cannot deliver. Think carefully before you administer consequences--- it will be you who has to follow things up. If you threaten detention every night of the week and cannot do it then don't use it as a sanction.

See things through. Whatever consequences you set you need to ensure that they take place. If you issue a sanction and then do not implement it will undermine your authority and blur boundaries and expectations for students. When a student responds positively to a reprimand/sanction and this is demonstrated in improved behaviour, ensure that the student is aware that you have noted this and is praised.