



**The EDGE ACADEMY  
AP FREE SCHOOL**

**BEHAVIOUR  
MANAGEMENT  
POLICY**

April 2015

# BEHAVIOUR MANAGEMENT POLICY

## 1. INTRODUCTION

- All policies have taken account of statutory obligations and guidance from the DfE and adhere to their requirements, particularly in relation to non-discriminatory practice.
- The government has published the following five separate pieces of guidance, each of which covers different issues related to pupil behaviour.
  - Ensuring good behaviour in academies - Advice for Principals, governing bodies, teachers, parents and pupils on good behaviour in academies (29th July 2011).
  - Screening, searching and confiscation - Advice on academy's' powers to screen and search pupils (31st August 2011).
  - Guide for Principals and academy staff on behaviour and discipline - A guide for Principals and academy staff on developing a academy behaviour policy and the powers members of staff have to discipline pupils (23rd August 2011).
  - Guidance for Governing bodies on behaviour and discipline - This statutory guidance explains why maintained academies must have a behaviour policy, what it must cover and the role of the governing body and Principals in shaping their academy's behaviour policy (23rd August 2011).
  - Use of reasonable force -This is non-statutory advice to clarify the use of force in academies for governing bodies, Principals and academy staff (23rd August 2011).

Copies of all this advice and guidance can be found at the following web address;  
<http://www.education.gov.uk/academys/pupilsupport/behaviour/behaviourpolicies>

- However, in addition to this guidance, Use of Reasonable Force addresses allegations in a use of force context. Use of Reasonable Force states that if a pupil complains about force used by a member of staff, the burden of proof rests with the complainant to show that the staff member acted unreasonably. Staff should therefore no longer be suspended on a pupil's word. The guidance warns that academies should not automatically suspend teachers accused of using force. These points reflect the government's drive to support teachers in enforcing discipline.
- The behaviour guidance also prescribes elsewhere that academy behaviour policies should set out the disciplinary action that will be taken against pupils who have made malicious allegations against staff.

- Certain staff members, including Principals, have an existing statutory power to search pupils without consent if they suspect pupils of having 'prohibited items'. These currently include knives and alcohol, but ministers intend to bring into force regulations that include mobile phones and cigarettes as 'prohibited items'.
- All policies have been designed to create a "healthy academy" taking account of all aspects of health and safety.
- Where appropriate, all policies adopt a "whole child" approach to welfare and all aspects of students' lives.
- All policies are designed to promote students' achievement and a positive self-image and contribute to the academy ethos.

## **2. BEHAVIOUR POLICY – PURPOSE**

- This policy is designed to assist us to provide exciting opportunities for pupils to engage and succeed in their learning. The good behaviour and attendance of pupils is a vital element in this process. We aim to provide a safe, inclusive learning environment that helps pupils overcome barriers, negative influences, frustrations and difficulties and promote positive attitudes, relationships and behaviour that is conducive to learning. This will be achieved by promoting an ethos of respect combined with excellent teaching and learning opportunities. It reflects our positive emphasis on behaviour for learning, our positive approach and our desire to provide a calm and safe environment. In addition, we believe effective behaviour management makes a significant contribution to the development of skills and competencies needed for adult life.

## **3. KEY ROLES AND RESPONSIBILITIES**

- Legally, behaviour in the Academy in the broadest sense is the responsibility of the Principal, taking account of the Governors' statement on the issue. However, there is an expectation that all members of the Academy community have a part to play in securing a consistent approach.
- Consistent implementation of the systems for rewards and sanctions, and strategies for classroom management suggested through CPD is the responsibility of classroom practitioners at every level. We believe that an appropriately structured, personalised learning curriculum contributes to good behaviour. Thorough planning and active involvement of pupils in their own learning helps to avoid the alienation and disaffection which can lie at the root of poor behaviour. Lessons at The Edge Academy have clear objectives, understood by the pupils and differentiated to meet the needs of pupils of all abilities.
- Classroom management and teaching methods have an important influence on pupil behaviour. The classroom environment gives clear messages to the

pupils about the extent to which they and their efforts are valued. Classrooms are organised to develop independence and personal initiative. Furniture is arranged to provide an environment conducive to on-task behaviour. Materials and resources are arranged to aid accessibility and reduce uncertainty and disruption. Displays are used to develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom provides a welcoming environment. Teaching methods encourage enthusiasm and active participation. Lessons aim to develop the skills, knowledge and understanding which enable all pupils to work and play in co-operation with others. Praise is used to encourage good behaviour as well as good work.

- The role and support of parents is crucial and systems are in place to keep them informed and build successful partnerships with families and carers and also external agencies where necessary. A positive partnership with parents will be crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of life will be encouraged. This participation will assist the development of positive relationships in which parents are more likely to be responsive if we require their support in dealing with difficult issues of unacceptable behaviour. The academy will communicate policy and expectations to parents. Where behaviour is causing concern, parents will be informed at an early stage and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy and further disciplinary action will be discussed with the parents.

#### **4. KEY ACTIONS**

- The Academy's approach is based on fostering an understanding of rights, responsibilities, rules and routines and adherence to these allows for the underpinning notion of respect. All staff and pupils are expected to demonstrate commitment to these requirements by:
  - Compliance with the code of conduct as appropriate
  - Frequent reference to basic expectations leading to readiness for learning shown by having equipment, avoiding disruption, listening to instructions, and zero tolerance of verbal and/or physical abuse
  - Allowing discussions about respect and the requirements of the code of conduct in conversations with pupils and parents when trying to secure changes in unacceptable behaviour or explain the response to positive behaviour. Effective self-management, including behaviour, is seen as a skill to be developed, and this implies that aspects of behaviour need to be taught, and support for this is delivered through the CPD programme and specific advice.
  - Pupils will be familiarised with the notion that their behaviour has consequences – getting it right will lead to rewards and failure to meet expectations will be given and appropriate sanction or intervention .The

Academy aims to keep sanctions in proportion to the offence and the previous record of the pupil. Similarly, there are occasions when disciplinary action will be appropriate for behaviour off site or out of academy hours. An example of this would be fighting in the evening when the interests of the victim would need to be considered, or bullying via social networking sites following investigation, probably the police.

### **Code of Conduct**

- Respect:
  - Everyone has the right to be treated fairly
  - Everyone has the right to be listened to
  - Everyone has the right to learn
  
- Sanctions:

Whilst rewards are central to the promotion of good behaviour there will still be a need for sanctions to;

  - Register the disapproval of unacceptable behaviour
  - Be a consequence of pupils not following The Edge Academy rules
  - Be the end result for pupils who do not adhere to the code of conduct
  - Protect the integrity of the school community

When sanctions need to be applied;

- It will be clear why the sanction is being applied
- It will be made clear what changes in behaviour are required to avoid future punishment

Group punishment will be avoided;

- There will be a clear distinction between minor and major offences
- It will be made clear that it is the behaviour rather than the person that is punished
- The sanction should not be out of proportion to the offence

Sanctions will be preceded through clear warning system given by teachers;

- Expressions of disapproval
- Reminder
- Verbal warning
- Final verbal warning

- Sanctions will range from withdrawal of privileges, detentions, referral to SLT, phone calls to parents/carers, behaviour leads and, ultimately and in the last resort, exclusion from the academy. Most instances of poor behaviour will be relatively minor and will be adequately dealt with through minor sanctions.

- Where disruptive behaviour is frequent, sanctions alone will be ineffective. In such cases we will carefully evaluate the curriculum on offer, classroom organisation and management, and whole school procedures will take place to eliminate these as contributory factors.
- A pupil's behaviour will be monitored thoroughly through the academy's data analysis management systems. This system will allow staff to track standards and monitor such things as punctuality and attendance, merits/rewards to ensure the highest possible standards. The MIS will also be able to record detentions, incidents and referrals to ensure there is an electronic record of pupil conduct throughout their school life and allow SLT and staff to action accordingly.

- **Monitoring**

Monitoring in the short term will include:

- Pupil report cards
- Cause for concern slip
- Detention slips
- Incident slips
- Phone call home
- Pupil review and interview

These will include in the long term:

- Half termly data reports
- Termly progress reports

- All teaching and support staff will meet on a daily basis as a de brief session where they will;
  - Discuss all pupils using Daily log sheets to evidence and monitor progress
  - Produce strategies for those pupils identified as causing concern
  - Review progress of pupils on report cards
  - Review progress of pupils who have recently joined the programme

- **Rewards**

We will reward whenever possible;

- Formally or informally
- Publicly or discretely
- Regularly, consistently and sincerely

- Rewards will be given as a means of acknowledging an effort, achievement or action that is above and beyond the norm and will be based on accurate data. We will actively seek ways to find pupils succeeding and praise their efforts.

Rewards systems will link into;

- Attendance
- Improved behaviour
- Effort
- Attainment
- Attitude
- Progress
- Motivation

A variety of methods of rewards will be used including;

- Verbal praise
- Postcards home
- Positive phone call home
- Public display of high quality work
- Acknowledgement through assembly
- Certificate or awards at assemblies
- End of term visits/trips/off site activities

#### **5. Complaints**

- Any concerns about this policy or its implementation should be made via the Academy complaints procedure – a copy of which can be obtained from the Academy.

#### **6. REVIEW**

- The policy will be regularly updated but also formally reviewed every 2 years. The review will involve consultation with stakeholders.

This Policy was reviewed on:

Ratified by Governors on:

Renewal Date: