**THE EDGE ACADEMY**

**BEHAVIOUR FOR LEARNING POLICY**

**A General Policy Statement**

**Aims**

The Edge Academy is a school that places emphasis on creating a culture of respect, trust and support. We believe that in order to enable effective teaching and learning to take place, good behaviour, in a safe and secure environment, is necessary in all aspects of school life. We seek to create a caring and nurturing learning environment in school by:

* Promoting personal responsibility, good behaviour and good discipline
* Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect.
* Ensuring fairness of treatment for all and consistency of response to both negative and positive behaviour.
* Providing a safe and secure environment, free from disruption, violence, bullying and any form of harassment by students or adults.

Our expectation is that the absolute basics of courtesy, politeness, regard for others and self-discipline will be the norm. Whilst there are rules and procedures aimed at maintaining a positive atmosphere around the school, it is important that all students develop a sense of responsibility for their own behaviour.

Staff at all levels, whether as a class teacher, a form-tutor, a duty team member, administrative, all have a personal commitment to the enforcement of acceptable behaviour in and around all areas of the school. This includes stating the rules and expectations of the school, explaining them and when necessary invoking a range of sanctions without seeking the support of more senior colleagues. It is essential for colleagues to take on these responsibilities and to act with consistency which is key in ensuring our systems are transparent and effective.

**Behaviour for Learning**

**Principles**

We would like the school to be a pleasant and happy place in which to work. We want all students to succeed. To achieve this we should:

* Show one another respect and consideration
* Treat one another's property, including the school building and equipment with care
* Have high expectations of our self and others
* Recognise achievement in all its forms, both socially and academically.
* Promote the school and act as ambassadors for the school when appropriate.

Students and parents are expected to support unequivocally the school rules and procedures when they arrive at The Edge Academy which are outlined in further detail below:

1 Behaviour: students are required to follow the school rules and behave with consideration and respect towards other students, members of staff and the public at large. This applies to travelling to and from school as well as behaviour within the school.

2 Violence: all instances of violence, verbal or physical, are deplored and will be strictly dealt with. Verbal Abuse, including racism and bullying, or violence towards any member of the teaching, support staff or another student will result in the student being excluded and the Police being informed as necessary. Potentially offensive items are banned. These will be confiscated, Police informed if necessary, and not returned to students.

3 Alcohol/Drugs/Aerosols or any illegal substances: students who come to school showing signs of being under the influence of alcohol or other intoxicants will be removed and their parents informed. Parents will then need to arrange for their safe journey back home and also informed of the serious consequences that potentially follow, for example, permanent exclusion.

4 Dangerous items or implements: items which can cause serious harm and pose potential risks to others, such as knives of any description or other dangerous items identified by the Principal of the school. Items will be removed (Police informed if necessary) and their parents informed of the serious consequences that potentially follow. For example, permanent exclusion.

5 Smoking: students are not allowed to be in possession of or to use smoking materials on or near the premises at any time. Such materials will be confiscated and not returned to students.

6 Punctuality: students will be in school and attend lessons at the published times including a period of registration.

7 Leaving school premises: students are not allowed to leave the premises during the school day unless there has been a written request from parents or permission is given by a senior member of staff before any students have signed out. All students must remain on the premises at break and at lunchtime unless they have written permission to go home for lunch or they are Year 11 students who have a valid exit pass. This must be shown to the lunch supervisor on exiting the premises. Without this, students are not permitted to leave school. This applies only to Year 11 students during examination times.

8 Property: students are expected to treat their personal possessions, those of other students and the property of the school with due care and respect. Damage to the buildings and equipment of the school will be charged to the student’s parents where the school deems appropriate.

9 Valuables: the school will not accept responsibility for the loss of or damage to any item of value, including; electronic equipment or money, brought into school unless it has been given into the safe keeping of a teacher. All property including bicycles must be clearly marked and locked using an appropriate locking system. This remains the responsibility of the student.

10 Uniform and jewellery: students are expected to follow the published policy. Extremes of fashion and hairstyle are not accepted and will result in the student being sent home or isolated for a period of time within school if being sent home is not appropriate.

11 Mobile phones may be brought to school but they must be switched off whilst in school. If they are used they will be removed by school staff and will be retained until **each Friday** of the school week. Parents will then be able to collect their child’s mobile phone between the **hours of 2.30pm and 3.30pm**. Mobile phones can be returned outside this time but must be agreed by an Assistant Principal or Principal.

**Conduct of students in and outside of school**

**Classrooms**

Classrooms are places of work. As in any other workplace, the users of the workplace need to know what is expected of them in order to work to the best of their ability. Some classrooms have additional rules because of potential hazards eg. Workshops, laboratories and sports facilities. Expectation sheets are displayed in all classrooms.

**Corridors**

Students must behave sensibly at all times whilst moving around the school site. Detailed guidance is displayed in all classrooms.

**Around school**

To ensure the Health & Safety of everyone in our School community we require all students to follow the points below:

1 **DO NOT RUN** inside any of the school buildings.

2 Food/drink is to be consumed only in the canteen and open areas, not in classrooms/corridors of any building. (water may be consumed in lessons)

3 Litter must be put in bins - these are in all classrooms, on some corridors and around the site.

4 When waiting for a teacher queue in single line.

5 Listen to the guidance of staff and follow their instructions at all times.

**Anyone who repeatedly ignores these points will lose their break time privileges and may be banned from the school canteen at lunchtime and appropriate provision for students will be made available to ensure that they are able to eat lunch in an isolated area.**

**Role of the classroom teacher (including teaching assistants where appropriate)**

Most inappropriate behaviour in the classroom can be avoided if the individual class teacher has clear expectations, consistently applies the school behaviour for learning system and communicates the following principles at all times:

* Respect for others' rights, notably those of the teacher to be able to teach his/her lesson as planned and the other students to be able to learn
* Fair and honest treatment of any person in the room
* Co-operation between teacher and students

**Preventive actions by classroom teacher (to prevent unnecessary disruptions)**

* **Have a class seating plan**
* **Communicate regularly the clear expectations of the classroom standards you expect.** Some faculties may wish to provide students with a fuller list for their areas.
* **Punctuality** - Teachers should be available to meet and greet students before each and every lesson. Also students should not be delayed for their next lesson without good cause at the end of lessons because this affects the start of someone else's lesson.
* **Punctuality** – please challenge lateness. Always question lateness at an appropriate time. Unless there are genuine reasons please issue a sanction i.e. time is made up at an appropriate time in the school day.
* **Attendance register** - this is an essential part of classroom management of every lesson. Lates should be recorded as soon as is practically possible with the minutes late entered.
* **Use the planner.** Ensure that homework is always entered. Comment to parents when there are difficulties and omissions. The planner is an excellent tool to help praise students and should be visible on student’s desk in all lessons.
* **Leave the room in a good state for its next user.** Leave the board clean, clear away your papers, ensure the chairs are under the desks and turn off the lights. Lock whenever possible.

**Physical contact with students:**

Whatever the level of provocation, staff are strongly advised to refrain from any physical contact with students under any circumstances except to prevent injury. However, the law allows school staff to physically restrain students if necessary who are a risk to themselves/others or are damaging property. Please note on the very rare occasions that this is necessary, this should **always** be done in the presence of other school staff. It must be reported to a member of the leadership team immediately and a written account of the incident made in the appropriate record book. (All staff are team teach trained and should follow these guidelines)

Behaviour for Learning – Hierarchical support structure

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| **Stage** | **Description** |
| **CLASSROOM TEACHER/ INTERVENTION TUTOR** | The classroom teacher is the most important person for any student whilst at school. Being punctual, well prepared, interesting and interested avoids many problems. Teachers should aim to build strong positive relationships with students which should act as the foundation for achievement. Teachers should always try to solve any problems with students themselves in the first instance. |
| **KEY WORKER** | If the student continues to be a concern then the Key Worker is expected to advise and support the teacher to help resolve the issue. |
| **ASSISTANT PRINCIPAL**  | Where the efforts of the Form Tutor have not been effective, the Assistant Principal will advise and support colleagues to resolve the situation.  |
| **PRINCIPAL** | In the rare occasion that SLT has not been able to resolve a situation, the Principal will be consulted to offer advice and support where appropriate.  |

**Behaviour for learning & ‘on call’ system - when to use it and how it works**

**Removal of a student from a classroom**

Where a situation of serious low level disruption is developing in the classroom, it may be necessary in the interests of the teacher, the student and the rest of the class to remove the student causing, or acting as a catalyst for, the disturbance. Students are always given a verbal warning, followed by a Yellow card before they receive a Red card from the member of staff which results in them being removed from the lesson. Each Red card is always followed with a **RESTORATIVE JUSTICE CONVERSATION**. All incidents are to be recorded at earliest convenient opportunity.

**‘Red Card’ Class Removal Procedures**

The Procedure is as follows:

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| **STAGE** | **VISUAL/VERBAL TRIGGER** | **ACTION** |
| 1 | 1. Language of choice is always applied
2. Assertive discipline strategies to be applied
3. Formal verbal warning given and recorded on the teacher’s classroom board
 | These include use of seating plans, praise and rewards etc.Teacher to record those students given verbal warnings on the board. |
| 2 | Yellow card  | Teacher to record those students given a Yellow card on the board |
| 3 | Red Card and removal to Isolation.  | On call member of staff is called and student is removed from the lesson and taken to isolation or a member of SLT. A restorative justice conversation takes place between the student and member of staff concerned at a convenient time in the day. It is important to note that those students who receive 2 red cards in a working week will spend a day in isolation **(9.00am until 3.10pm)** following their 2nd Red Card.  |

**The use of the ‘On Call’ system**

***Please note this is the ultimate discipline sanction and should be logged as a ‘serious incident.’***

There are occasions in which a student will engage in a serious misdemeanour in the classroom for which he/she should be removed from the classroom immediately. Examples of such behaviour are:

* Swearing at the teacher
* Violence towards others including racist abuse and bullying
* Damage to property
* Found in possession of a banned substance/knife/alcohol
* Repeated refusal to leave with the on call member of staff if called.

**Hierarchical responsibility of staff in the behaviour for learning system**

**All teaching staff**

To promote good discipline through their vigilance, commitment and determination at all times inside the classroom and elsewhere on the site. The latter is especially important at lesson change and lunchtimes when students are on the move.

To provide a positive role model to students through their punctuality, preparation and general support for the school and of course the welfare of individual students in particular.

To ensure that information about disciplinary concerns is passed on through the student planner.

**Key Workers**

* To ensure that students are informed of the expectations of the school
* To ensure that school documentation and guidelines are prominently displayed in the tutor group room.
* To reinforce The Edge Academy expectations on a regular basis.
* To monitor incidents of poor behaviour.
* To initiate an investigation of the conduct of any student in his/her tutor-group by contacting the teachers of all his/her subjects, and then to discuss the findings and possible actions with the Assistant principle depending on the findings.
* To ensure that the tutor group room is left tidy after registration with furniture correctly positioned and the floor clear of litter.

**Teaching Assistants**

* To support students in conforming to the expectations of the school (as set out in other documents).
* To reinforce school discipline procedures and use sanctions and rewards where appropriate.
* To reinforce the codes of conduct both within the classroom and generally around school.
* To monitor and record disciplinary transgressions and liaise with other colleagues about student concerns with regards behaviour particularly if you are a key worker for a student or work with them on a one to one basis consistently across the working week.

**Heads of Faculty**

To provide support for colleagues teaching in their subject areas. Such support can be provided through:

* Showing awareness of the implications of setting decisions and modification of sets if necessary
* Heads of Faculty ensuring that the subject teacher has adequate resources
* Encouraging the provision of a good classroom environment and correct health and safety requirements
* Organising and implementing a support structure within the faculty so that disruptive children can be isolated effectively.
* Providing moral and practical support when required
* Keeping a weather eye on behaviour within classes in which the subject is being taught
* Linking subject teachers with colleagues on the pastoral side or within the Faculty as appropriate
* Offering follow-up after an ‘on call’ incident
* Representing the department/faculty view in meetings with parents and/or senior staff on disciplinary matters.
* Providing feedback to colleagues on behaviour issues through the analysis of data
* Provide strategies and solutions for colleagues that engender effective relationships with students that provide opportunities for students to succeed.

**Senior Leadership Team**

* To support all staff as and when required.
* To be available to take regular assemblies to reinforce the expectations and policies of the school.
* To be available, when On Call, to deal with a disciplinary problem as quickly as possible.
* To provide the means for individual children to be isolated from the rest of the school when the situation requires this.
* To make a short-term adjudication, when required, of the needs of the school and those of the student.
* To communicate directly with parents over serious cases.
* To prepare papers for consideration by the Principal and Chair of Governors as appropriate.
* To ensure that staff involved in disciplinary matters have some feedback on the outcomes.

**Restorative Justice**

Restorative Justice is an important tool in developing student skills in taking responsibility for their actions and solving conflict. It is a key component of our Behaviour for Learning policy and is designed to ensure that all students understand the importance of accepting responsibility in certain situations and agreeing a mutually beneficial resolution to incidents that occur. It is important for the colleagues to ensure that an apology is obtained from the student involved as soon as incidents arise as a basis for future co-operation and the maintaining of successful relationships based on empathy and forgiveness. A fresh start affords both parties an opportunity to move forward together.

There are various approaches that staff can take to restore a relationship with students but all incidents of this should be **‘DISCUSSED and RESOLVED’** with the key staff involved in order to move forwards. RJ should wherever possible take place at break time or at the end of the school day when the incident occurred and staff should call upon the pastoral support structures that are in place.

**Exclusions**

Only the SLT can make decisions on temporary exclusions. A decision about a Permanent Exclusion can only be made by the Principal.







