

***Promoting Ambition for Change***

# **TEMPLE LEARNING ACADEMY**



## **BEHAVIOUR POLICY**

**2017 – 2018**

*Ratified Summer 2017      Review: Summer 2019*

## **Introduction**

At Temple Learning Academy we have very high expectations of behaviour with regard to all members of the school community. This policy principally relates to pupils but it is important to note that the principles set out here relate to the positive relationships and behaviours of all stakeholders. Everyone has a shared responsibility to nurture and cherish a culture of respect, reciprocity and outstanding teaching and learning.

The primary aim of this policy is to promote the best choices which lead to highly effective relationships so that everyone can support each other, work together, stay safe, be happy and learn well.

This policy was developed from consultation with staff, Governors, and families across the Temple Newsam Learning Partnership Trust, and follows the recommendations and principles set out by the Department for Education.

## **Values and Ethos**

Our Academy is a special learning community where everyone feels safe, happy, healthy and well cared for. We are an inclusive, diverse, all-through school where every child and every adult feels inspired, challenged and fulfilled in our pursuit of lifelong learning. We have a shared understanding of our core rights and responsibilities, and we nurture a culture that protects and celebrates the wonderful uniqueness of each and every person.

Our core values are creativity, resilience, ambition, inclusivity and care. We value everyone's ideas, contributions and interests: embracing the new prepares us for the future. We always learn from our mistakes and keep trying until we achieve our goals. We aim high to be the best we can be, we are confident in the pursuit of this goal and we are proud of our successes. We value the gifts each individual brings and we respect and celebrate our talents, similarities and differences. We are responsible for ourselves and have a moral responsibility for those around us locally and globally. Our pupils understand and cherish British Values, which are embedded throughout the culture and ethos of our Academy.

Our core expectations are:

- Be ready to learn
- Dream big
- Say please and thank you
- Try new things
- Take risks and make mistakes
- Follow directions
- Raise your hand
- Believe in yourself
- Work hard

## **Procedures**

### Positive Relationships and Teamwork

All of our staff work with professional skill and collegiate support, and we are all leaders of the highest standards at all times. Staff are always calm and respectful, including when managing challenging behaviours. We always maintain unconditional positive regard for children and their families, we never hold grudges and we always offer fresh starts when necessary. Adults lead children in understanding that we all have a shared responsibility for our learning community, and adults lead children in learning about self-management of their own behaviour.

The importance of “working together as a team” is a core aspect of our curriculum and our daily life. We consistently use positive approaches to build positive habits, behaviours and skills for the future. This culture is enhanced by exceptional teaching and pastoral relationships based on detailed knowledge of children and their families. We work in partnership with parents and carers, cherishing highly effective communication, strong relationships and a shared approach to pupils’ learning. Everyone genuinely feels part of our one big family.

### Positive Empathy

Every opportunity is taken to role model and to develop empathy, and this is another core aspect of our curriculum and our daily life. Relating to other people, listening to other people’s different ideas, thinking about their feelings and developing emotional intelligence are vital to the social and emotional aspects of learning and behaviour. At Temple Learning Academy, we champion care, inclusivity, equality, diversity and anti-bullying and we tackle discrimination in all its forms.

### Positive and Memorable Learning Experiences

We believe that outstanding behaviour starts with outstanding provision. Investing in young people and their experiences means that they will invest more in themselves and their surroundings. Expert pedagogy, assessment and planning ensure that each child can flourish and enjoy their learning. Memorable moments are a core aspect of our curriculum and mean that children truly value their learning and our learning community.

### Positive Personal Growth Mindset

Our inclusive approach to personalised learning ensures that all children enjoy the right levels of extension, challenge and support. As a result, they develop resilience and are happy to learn from taking risks and making mistakes. We have the highest expectations for pupils’ learning, and their enthusiasm, confidence and readiness to try new things are unwavering.

When pupils make mistakes with their behaviour, this must be seen as an opportunity for learning and future improvement. We believe that all children are unique individuals and their potential has no limits: their future must not be defined by their past. Adults must never “label” and “pigeonhole” pupils based

upon any previous behaviours that they have exhibited or any anecdotal (and inappropriate) “reputation” that has been passed on by others.

Our ultimate goal is for pupils to rely on their own intrinsic self-determination and to require no extrinsic motivations for their learning and behaviour. Extrinsic motivation degrades intrinsic motivation, especially with regard to pupils’ abilities to learn independently. Essentially, irresistible learning is far more important than rewards, and this means staff must skilfully and carefully balance their use of extrinsic motivators as detailed in the rest of this policy. In particular, staff must strive to attach the most praise and “reward” to aspects of a growth mind set, such as progress rather than attainment, attempting something difficult rather than achieving something easy, effort in achieving success rather than the success itself, etc.

### Positive Leadership

All pupils have leadership skills and qualities and all pupils respond positively to opportunities to show what they can do. Learning about leadership and demonstrating leadership is another core aspect of our curriculum and our daily life. When they are given leadership responsibility, pupils are positive role models for other pupils and this improves the learning and behaviour of everyone.

### Positive Expertise in SEAL

We believe that we must teach all pupils about the social and emotional aspects of learning, just as we teach any other aspect of our curriculum. This is done explicitly in lessons and both implicitly and explicitly in our daily interactions with one another. The rich life of our Academy nurtures the personal development and welfare of our pupils, and enrichment experiences reinforce their positive learning and behaviour.

We use “Thrive” as a framework for supporting pupils’ social and emotional development, with specific lessons and interventions planned when necessary as a strategy for improving learning and behaviour.

### Positive Routines

Each member of staff and each team of staff will deliver appropriate and consistent routines that support the learning and behaviour of the pupils in their care. Such routines must be responsive to pupils’ needs and involve consultation with all stakeholders; there is no “one size fits all” approach that will apply in every situation. Consistency doesn’t mean that routines must be the same throughout school; consistency means that routines shouldn’t suddenly and unexpectedly change in a way that leaves children unsure what is expected of them. Staff will regularly guide pupils in reviewing and agreeing shared values, standards, rights and responsibilities for their learning and behaviour.

All routines must be underpinned by our core values (as detailed above) of creativity, resilience, ambition, inclusivity and care. The non-negotiable expectations for learning and behaviour that apply throughout our Academy are:

- Be ready to learn
- Dream big

- Say please and thank you
- Try new things
- Take risks and make mistakes
- Follow directions
- Raise your hand
- Believe in yourself
- Work hard

### Positive Language and Discussion

Staff must always role model the positive language and discussion that we expect pupils to develop and use for themselves. Talking things through with children is a vital part of developing social and emotional aspects of their learning and behaviour. It is also important to always recognise the opinions and feelings of others, even if that does not change the outcomes of that particular situation.

Children often mirror the language and actions of those around them: kindness and praise from staff will boost their self-esteem and re-inforce positive thoughts and feelings about their learning; speaking with a lack of care and a lack of respect only reinforce the negative thoughts and feelings (e.g. anxiety or frustration) children might be experiencing at the time. Even when dealing with the most challenging behaviours and situations, the calm and consistent use of positive and professional language is essential to resolving the situation effectively and to protecting the safety, welfare, personal development and relationships of all people involved. No adult and no child should use language that in any way bullies, threatens, embarrasses, denigrates or humiliates any member of the school community.

### Positive Praise

Staff use positive praise at every possible opportunity to reward pupils and reinforce our shared expectations for learning and behaviour. Praise should be as specific as possible (e.g. "Well done for doing X because that means Y.")

Staff communicate with parents and carers to praise the learning and behaviour of pupils at every available opportunity. This can be done in person, through Class Dojo, by telephone call or through the post.

Staff share the celebration of learning and behaviour with other pupils, other staff and other members of our community as often as possible. For example, this could involve encouraging pupils to praise each other, praising a pupil or group of pupils in front of another adult, and asking a visitor to ask a pupil about their achievements.

Each week, all staff recommend pupils for public recognition and praise in our Celebration Assembly. This is recorded in the Golden Book for the appropriate Phase and published through Class Dojo (and Facebook when appropriate).

## Positive “Points”

Staff use points on Class Dojo as a visual representation of positive praise and the positive behaviours that children have built up over time. It is also a very accessible visual representation for parents and carers. Staff use their professional judgement to decide when and how to give points and how many they should give, but the approach should be to use Dojo points to support the principles in this policy. In particular, staff need to strive to attach the most praise and “reward” to aspects of a growth mind set (see above). Also, staff must use their professional judgement to ensure that Dojo points are spread relatively equally across any group of pupils: management of the whole group will ensure that no types of behaviour dominate over other types of behaviours. (For example, it is important to ensure that “quiet” behaviours are noticed and receive points just as much as “more obvious” behaviours.)

## Enrichment and Reward Events

Pupils will regularly take part in enrichment events, and at least once per term there will be a significant event that is designed to be a special and enjoyable enrichment experience for all pupils. Such events are for ALL pupils, regardless of their prior behaviour, and pupils will only be removed from such events in exceptional circumstances.

Pupils will regularly take part in reward events that are designed to reward and reinforce our shared expectations of learning and behaviour. At least once per term there will be a significant event that is designed to be a special and enjoyable reward experience for pupils who have met our shared expectations of learning and behaviour. Pupils who have repeatedly made mistakes and not met our expectations will not take part in these events.

## Supporting pupils to take ownership of their own learning and behaviour

Adults lead children in learning about ownership of their own learning and self-management of their own behaviour. All aspects of pupils’ behaviour should be framed in terms of the hundreds of choices that they make each day. For the vast majority of pupils, the vast majority of those choices are good ones, and it is important that such good choices are praised as often as possible.

## When pupils make mistakes

When children make mistakes and exhibit inappropriate behaviours, we discuss choices, next steps, consequences and restorative strategies with them in order to repair and rebuild their positive behaviours. As with all other aspects of a pupil’s learning and personal development, this requires a highly personalised approach rather than a “one size fits all” approach.

The following list is designed as a starting point for the strategies staff might use. Most importantly, staff must always focus on positively re-engaging pupils in their learning and the calm de-escalation of any negative behaviours.

- Consider whether pupils will respond best if you use a non-verbal queue (e.g. raising your hand for them to be quiet) or if you speak to them directly.
- Consider whether pupils will respond best if you speak to them privately (e.g. outside the classroom), quietly (i.e. inside the classroom) or openly in front of others.

- Remind pupils of some successful learning that they have done recently and challenge them to match the high standards that they have set for themselves.
- Remind pupils of our shared values, standards, rights and responsibilities for our learning and behaviour.
- Ask pupils whether or not they have made a mistake and ask them to talk through the situation and how they can resolve it – giving them ownership and responsibility for their own actions. Allow children to admit their mistakes and apologise.
- When you are expecting pupils to change their behaviour, always give them “take up time” so that they can process the thoughts and feelings involved in changing their behaviour. For example, ask a pupil to do something and tell them that you will come back to them in one minute to see if they have made the right choice.
- When pupils correct a mistake that they have made (and respond to the reminder from staff), tactically ignore any secondary behaviours (e.g. “huffing and puffing”) they may exhibit in addition to making the right choice.
- When considering some of the other strategies and consequences suggested below, give the pupil a chance to make a good choice and resolve the situation before moving on to the next step and the next consequence of their actions. It is important that such choices are phrased positively and certainly not misunderstood as “threats”. For example, “You know our expectations for learning. Can you make a good choice now or do we need to arrange some thinking time to help you make a good choice?” (Followed by “take up time”.)
- If necessary, use a positive behaviour poster as a visual representation of the pupils’ mistake and the need for them to resolve the situation and make better choices. Such an approach must always involve staff actively seeking to “catch pupils making the right choice” so that you can praise the change in behaviour and rapidly de-escalate the situation. Such an approach should never be used in a mechanistic way and should never be linked to escalating sanctions.
- If necessary, use designated (and clearly defined) “thinking time” for pupils to think about the mistake that they have made and how they may resolve the situation. This should involve being temporarily “separated” from the learning and any other potential distractions, so a designated thinking time area is best. This can be inside the classroom, outside the classroom or in another classroom, but should always involve the child being supervised. Many pupils will need a prompt during their thinking time in order to structure their reflection and to support their self-management of their behaviour.
- If necessary, use designated (and clearly defined) “bubble time” for pupils to think about the mistake that they have made and how they may resolve the situation. This is similar to thinking time, but involves direct discussion between the pupil and an adult in order to support the pupil in the self-management of their behaviour.
- If necessary, consider asking pupils to take part in specific reparation. The emphasis is one where pupils experience the consequences of their own behaviour and see the relevance in the chosen consequence. For example, cleaning up a mess that the pupil has created.
- If necessary, consider asking pupils to make a more formal apology for their mistake. This can be verbal or written. This can be a very challenging (and rewarding) task for some pupils, so they may need support in order to achieve the desired outcome. Most pupils will think that a formal apology involves a greater degree of “ownership” of their mistake (and this can be one aspect that makes such a task more challenging and rewarding).

- If necessary, consider removing the pupil from a particularly enjoyable activity (preferably that day or very soon after that day). For example, this can be a learning activity, an after-school club, or lunchtime play. The purpose of this is to highlight that poor choices have consequences and to encourage the pupil to successfully reflect upon their learning and behaviour. This should always involve the pupil being supervised.
- If necessary, consider discussing a pupil's poor choices with another adult. Most pupils will think the conversation has moved to a "higher level of seriousness" when another adult is involved.
- If necessary, consider discussing a pupil's poor choices with their parent or carer. This should always be done in person and face to face whenever possible. If this is not possible, discussion on a phone call is appropriate. A private message can be used on Class Dojo if this strategy has been agreed in advance with the parent or carer. Staff must be aware that most pupils (and parents and carers) will think the conversation has moved to a "much higher level of seriousness" when a parent or carer is involved.

### Restorative Strategies

Repairing relationships is vital after incidents involving negative behaviours. This can often involve the need to actively repair the relationship from all parties, including adults and children.

Staff should consider deliberately "seeking out" pupils for a positive conversation in order to repair a relationship. This is often most effective when it is in a different setting and context, such as during an after-school club rather than during a lesson.

Staff should be extra vigilant for opportunities to "catch" pupils doing something positive and praise them accordingly.

Staff will often need to support pupils (and sometimes other staff) in their actions to repair a relationship. This includes when they are a "third party" who was not involved in the original incident. Staff can provide highly effective support for reflection, preparation, practice, advocacy and mediation.

### Managing the Most Challenging Behaviours

We believe that all of our staff have the professional skill and judgement to deal with the vast majority of situations that arise on a daily basis, and we also know that all of our staff can seek guidance and support from other colleagues whenever is necessary.

One of the most challenging behaviours exhibited by pupils can be repeated and persistent low-level disruption to learning. The strategies staff might use in such cases should include discussion with the pupil's parent or carer and the use of a Pupil Self Report for an appropriate amount of time. If the persistent low-level disruption to learning continues, staff must then treat this as a more serious behaviour (see below).

Staff must use their professional judgment to determine the seriousness of pupils' most challenging behaviours, since the seriousness is inextricably linked to context and can often depend on the strength of the relationships between pupils and staff.

More serious behaviours definitely include those that deliberately threaten, bully, endanger or denigrate others. Possible consequences for more serious behaviours are detailed below.

Staff must never "accept" challenging behaviours of any kind from any pupil. To accept such behaviours is to condone them and lowers pupils' own expectations for their behaviour.

Staff must seek appropriate support, guidance and training when necessary.

In an “emergency” situation, staff should personally seek support from the nearest colleague or send a reliable pupil to seek support from the nearest colleague.

The safety of all pupils is paramount in all situations. If a pupil’s behaviour endangers the safety of others, staff must stop the activity immediately.

#### Possible Consequences for More Serious Behaviours

- Recording: Always record a more serious behaviour and all subsequent responses on CPOMS.
- Contact with parents and carers: Always make contact with a parent or carer to discuss more serious behaviours. This should always be done in person and face to face whenever possible. If this is not possible, discussion on a phone call is appropriate. Do not use Class Dojo or other forms of messaging in these circumstances.
- Pupil Self Report: Consider using a Pupil Self Report for an appropriate amount of time to give the pupil the opportunity to improve their own behaviour.
- Community service: Consider using planned (supervised) activities within the Academy community so that a pupil can “make amends” for their behaviour. This will always form part of a pupil’s reintegration to the Academy after a Fixed Term Exclusion.
- Planned removal from class: Consider working with a colleague to arrange “time out” for a pupil to work in the colleague’s classroom (which must be during a taught lesson) for a specified amount of time.
- Unplanned removal from class: Consider working with a colleague to arrange “time out” for a pupil to work in the colleague’s classroom (which must be during a taught lesson) for a specified amount of time. Pupils must never be left outside a classroom unsupervised.
- Confiscation: Consider confiscating items from pupils that are specifically linked to their more serious behaviours. Confiscated items (other than mobile phones and electronic devices) must be handed to reception and can be collected by the pupil after 3:30pm that day. Mobile phones and electronic devices must always be confiscated, in line with Academy policy.
- Searching and screening: The Co-Principals can authorise a search or screening of pupils or their possessions or their locker if there are reasonable grounds for doing so. This power applies to searching for prohibited items, including weapons, alcohol, illegal drugs, tobacco and cigarette papers, fireworks, pornographic images, stolen items and any article that has or is likely to be used to commit an offence, cause personal injury or damage to property. The police may also be involved in any such search.
- Phase Leader contact: Consider directly contacting the pupil’s Phase Leader to discuss next steps.
- Co-Principal contact: Consider directly contacting a Co-Principal to discuss next steps.
- Co-Principal detention: The Co-Principals can authorise a detention (of any duration) if there are reasonable grounds for doing so. The detention will be agreed with parents or carers and will involve the completion of learning activities and/or community service. Detentions may take place between 3:30pm and 5pm on a school day, between 9am and 12pm on a Saturday, or between 9am and 3pm on an INSET training day.

- Behaviour Support Plan: A Behaviour Support Plan can be drawn up by staff in collaboration with parents/carers and a member of the Academy Leadership Team. A Behaviour Support Plan will set specific targets for pupils to improve their behaviour (within a specified timeframe) and will detail personalised strategies to support pupils in achieving those targets.
- Physical restraint: Staff must refer to the Academy's Care and Control Policy regarding physical restraint. Pupils who present with challenging behaviour will have an individual Positive Handling Plan (PHP) to clarify the appropriate application of gradually increasing or decreasing levels of force in response to the particular pupil's behaviour. A planned intervention is one that is outlined in the pupil's PHP. This should cover most interventions, as possible scenarios will be identified and planned for when the PHP is drawn up. These interventions may include the use of Team-Teach physical intervention techniques. An emergency physical intervention may be necessary if a situation arises that was not foreseen or is uncharacteristic of the pupil. Members of staff retain their Duty of Care to pupils and any response, even in an emergency, must be proportionate to the circumstances. Staff should use the minimum force necessary to prevent injury and maintain safety, consistent with the training that they have received. Following any such incident, a PHP will be devised (or the existing plan updated) to support effective responses to any such situations which may arise in the future.
- Adapted Academy Day: The Co-Principals can authorise a planned alteration to a pupil's Academy Day if there are reasonable grounds for doing so. This can include a reduced timetable (providing pupils can still access at least 4 hours of learning per day). This can include plans to work in an alternative venue, such as in a separate (supervised) room (often referred to as "seclusion"). Such alterations to a pupil's Academy Day should be for a specified timeframe, but they can be indefinite. This strategy will only be used for Children Who Are Looked After in exceptional circumstances, and with approval from the Chair of Governors.
- Multi-Agency Assessment: Continuing disruptive behaviour may be the result of unmet educational or other needs. A multi-agency assessment may be convened by the Academy Special Educational Needs Co-ordinator.
- Transferring to another school: The Co-Principals can work with parents and carers to discuss and manage a pupil's transfer to another school. This will always be discussed as a last resort that is designed to avoid other alternatives, giving the pupil a "fresh start" and an opportunity to succeed in another mainstream setting. This strategy will only be used for Children Who Are Looked After in exceptional circumstances, and with approval from the Chair of Governors.
- Alternative Provision: The Co-Principals can work with parents and carers to discuss and manage a pupil's placement in Alternative Provision. This will always be discussed as a last resort that is designed to avoid other alternatives, giving the pupil a "fresh start" and an opportunity to succeed in another educational setting. This strategy will only be used for Children Who Are Looked After in exceptional circumstances, and with approval from the Chair of Governors.
- Fixed Term Exclusion: The Co-Principals can exclude pupils from the Academy for a fixed term. Pupils can be excluded for one or more fixed periods, for up to 45 days in any one school year. Where safeguarding concerns mean a pupil should not be excluded for their own safety, arrangements will be made for the pupil to carry out the Fixed Term Exclusion within another educational setting. Fixed Term Exclusions for more than five days will be notified to Governors. Fixed Term Exclusions totalling fifteen or more days in any one term will be notified to Governors. If the Co-Principal excludes a pupil he will inform the parents or carers immediately, giving reasons for the exclusion. At the same time, the Principal makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the Governing Body. A committee, made up of three Governors, considers any exclusion appeals on behalf of the Governing Body.

When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and carers, and consider whether the pupil should be reinstated. If the Governors' appeals panel decides that a pupil should be reinstated, the Co-Principal must comply with this ruling. The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Co-Principal. A pupil can only return from a Fixed Term Exclusion after a re-integration meeting with the Co-Principal. The pupil's planned re-integration will always involve community service within the Academy. Fixed Term Exclusions will always be used in the case of pupils who make malicious accusations against staff.

- **Permanent Exclusion:** The Co-Principals can permanently exclude a pupil from the Academy. It is also possible for the Co-Principal to convert a Fixed Term Exclusion into a Permanent Exclusion, if the circumstances warrant this. Permanent Exclusions will be notified to Governors and the same procedures for Fixed Term Exclusions will apply.

### **Implementation and Responsibility**

The responsibility for the administration of this policy will be with the Chair of Governors, advised by the designated Governors and/or Co-Principals.

All new Governors and staff recruited to the Academy will be made aware of this policy. The policy will be posted on the Academy's website.

### **Monitoring, Evaluation and Review**

Governors will review this policy every two years and evaluate its implementation and effectiveness.