

Madeley Academy



Behaviour Policy

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Positive Behaviour for Effective Learning

It is the responsibility of the whole Academy community – students, parents/carers, teachers and teaching assistants – to work to achieve good behaviour.

The points below provide an overview of the expectations of Madeley Academy and guidance on how best to achieve the ideal environment for teaching and learning.

Aims

The aims of our behaviour and discipline policy are:

- To provide a safe, calm and positive environment for good teaching and learning to take place
- To develop an environment of mutual respect based on positive relationships
- To enable students to develop social skills inside the Academy and in the wider community

These aims are part of the Academy's goals to:

- Value the individual student
- Promote the students' academic, moral and social development
- Encourage students' understanding of others
- Prepare students for their part in society

Behaviour for Learning – Where do you fit in?

Students need to know:

- What is expected of them and why
- What rewards are available to celebrate their achievement
- What sanctions will be applied if standards are not met

Teachers need to:

- Know the structure of rewards and sanctions
- Apply them consistently and fairly
- Accept responsibility for discipline in the classroom and in the Academy environment as a whole

Parents/Carers need to:

- Know what is expected of their children
- Ensure their children arrive at the Academy in uniform and with the correct equipment
- Know the rewards and sanctions Policy of the Academy and support the Academy in applying it

Managing Student Behaviour

In many situations planning preventative action and positive intervention can avoid the need for sanctions. However there will be occasions when a student's behaviour, conduct or work does not meet the standard expected by the Academy. Sanctions may then have to be applied. In general, sanctions must

- Be aimed at the individual(s) concerned, not whole groups
- Be in proportion to the offence
- Be fair and consistently applied
- Not be humiliating or degrading
- Be in line with Academy policy

Our Positive Behaviour for Learning system encourages a stepped approach to dealing with inappropriate student behaviour in and out of the classroom. Such a formal stepped approach means that the student has the opportunity to correct any pattern of misbehaviour before severe sanctions are reached.

Code of Conduct

1. Have respect for others – threatening words or behaviour will not be tolerated
2. Work sensibly and in a focused manner in all lessons and allow others to do the same
3. Be dressed appropriately and have the correct equipment at all times
4. Always be on time
5. Complete all work to the best of your ability and within the deadline given
6. Move sensibly, quietly and calmly around the building
7. Respect the Academy environment – chewing gum, eating or drinking in classrooms are not allowed

Remember: Teachers are employed to teach, and students come to the Academy to learn. This code is designed to make the Academy a safe, caring and productive environment for all who work in it.

Academy Guidelines

Students must behave in an orderly and respectful manner at all times in the Academy and travelling to and from the Academy. This means:



Showing courtesy to others



Walking on the left



Not using Main Entrance



Not using rude and abusive language



No smoking



Not wearing coats/hoodies/caps in the classroom and corridors



No chewing gum



No eating or drinking inside the Academy building



No visible mobile phones, ipods or MP3 players used or ringing during lessons

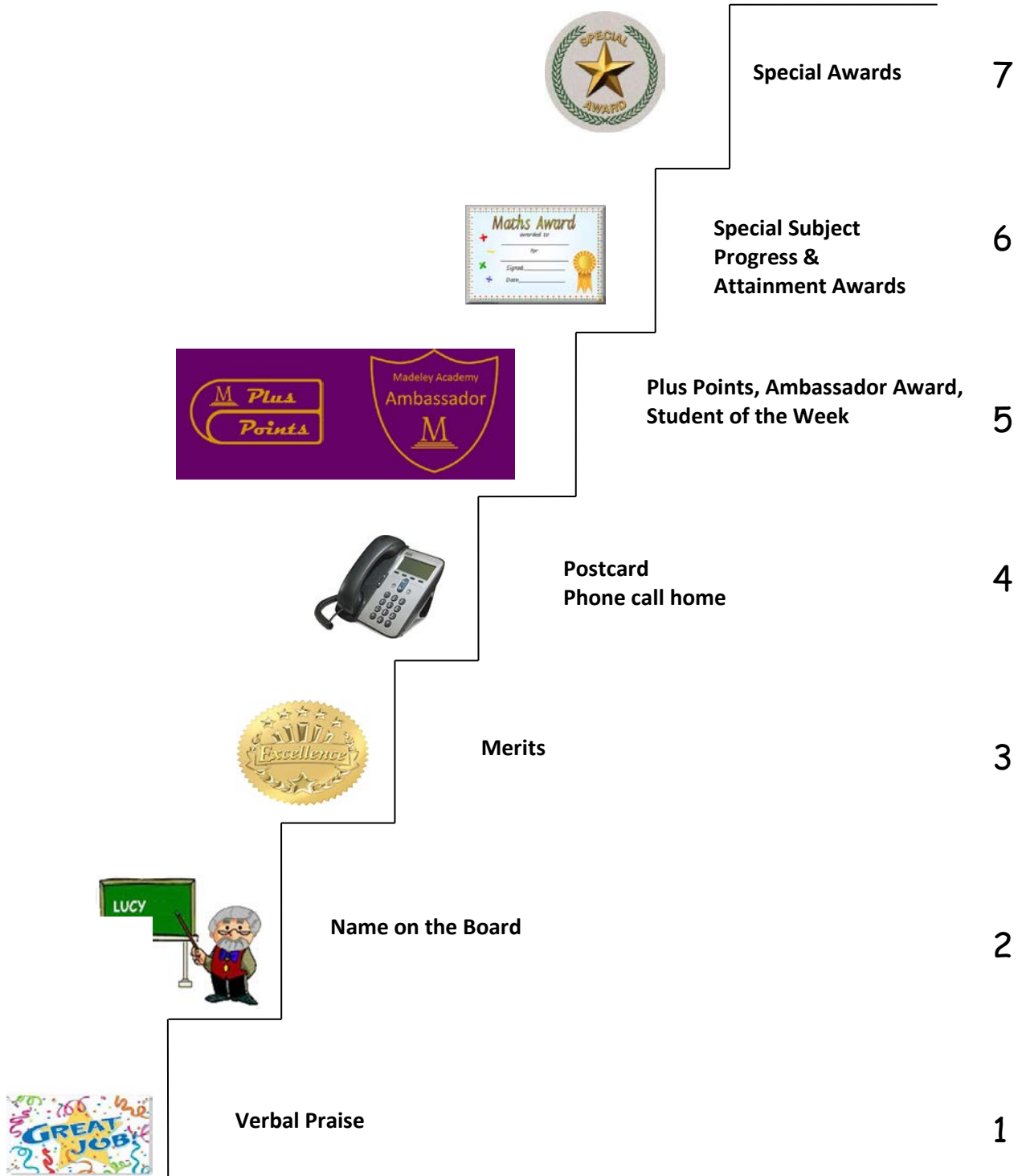


Students should not leave the site without following the appropriate procedure

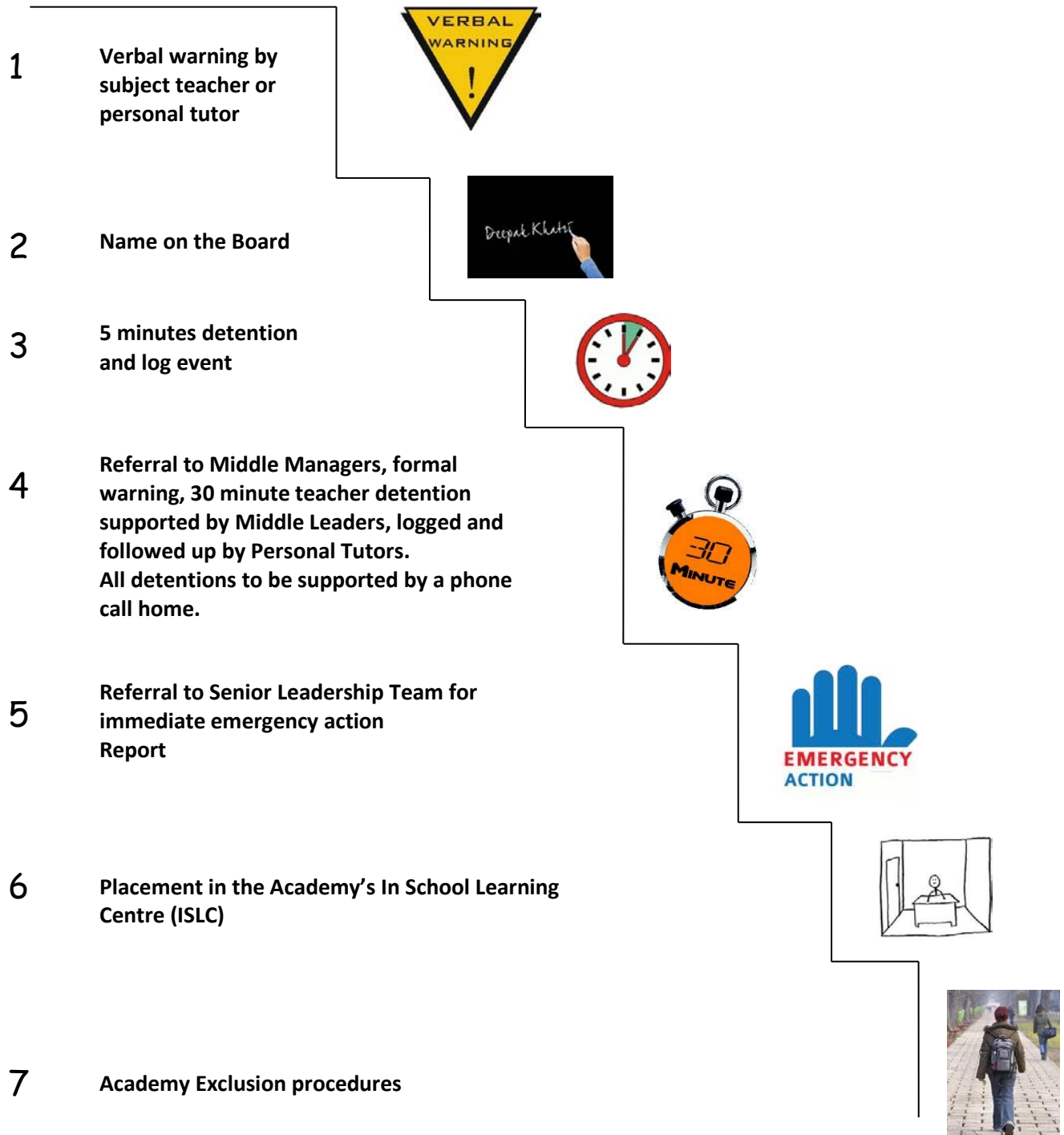


Only Academy bags are to be allowed in classrooms

Rewards Staircase



Consequences Staircase



General Guidance

It is the role of the class teacher to establish a positive learning environment in the classroom that is based on the lower steps of the reward/sanctions ladder.

These steps are based on the understanding that everyone in the class has the right to learn, to feel safe and to be treated with respect, and these standards should be applied consistently by all teachers.

The Academy's expectations should be made clear to all students in class and need to be discussed and agreed with students before being implemented. The Academy's aim is to handle persistent offenders in a non-confrontational manner but when it is necessary, staff can refer students to SLT who will remove them from the lesson. Support of those who have known emotional and behavioural difficulties, and who appear on the SEND Register may be supported in class by teaching assistants and may be taken to the Nurture room to work on a short-term basis if this is deemed appropriate. This can be negotiated with the SEND Co-ordinator or the teaching assistants on support in the classroom.

There are some instances where a teacher should immediately notify SLT who are on duty:

- Threatening language or behaviour to a student or a member of staff, including race, gender identity and sexuality
- Physical aggression or fighting in class
- Refusal to remove headphones or give up mobile phones

It is desirable that staff build up a positive working relationship with their students and SLT calls should be kept to a minimum; however, no member of staff should lower the standards and expectations of the Academy by accepting lack of respect or rudeness in class.

Staff should always follow up poor behaviour or disrespect through the appropriate channel. It is also important that however challenging students may be, the teacher is seen to maintain a controlled manner and follows the necessary disciplinary procedure.

Colleagues who support others with behavioural issues should do this in a supportive and non-judgemental fashion to enable any poor behaviour to be dealt with consistently and collaboratively.

It is important that any behaviour that impacts negatively on learning during lessons is impartially logged on Eportal so that it is brought to the attention of the personal tutor who will decide when and if it is appropriate to contact parents. It is also just as important to log pleasing behaviour and positive achievement too. This log will be used as supporting evidence during parental and professional meetings.

Sanctions Procedures

Sanctions should be delivered swiftly, consistently and firmly if students do not respond to positive encouragement.

Issue/Incident	Possible Sanctions
Incorrect Academy uniform including jewellery	Referred to SLT on duty. Parents will be contacted in the case of persistent offenders (see below)
Wearing non-black footwear	Staff to send student to the In School Learning Centre to be issued with black plimssoles. Parents of persistent offenders will be contacted
Smoking	'Smoking Letter' to be sent home from Headteacher - logged in Admin Office
Misuse of mobile phones	Removed by SLT to be collected at the end of the day by parents
Students out of lessons	Any student out of lesson must have a pass issued by a member of staff – any student without a pass to be sent back to class by SLT
Internal truanting/leaving site without permission	Refer to SLT Students to be placed in ISLC for 2 days Meeting arranged with parents before student returns to lessons
Late to lessons	<ul style="list-style-type: none"> • To be dealt with by class teacher eg catch up • Refer to tutor – Parents of persistent offenders will be contacted • Persistent offenders identified to subject leader and referred to Student Services • After 8.45am a late slip is issued and a phone call home made

Rewards and Incentive Procedures

Details of these procedures are contained in the Rewards and Incentives Policy.

Inappropriate Uniform

Students wearing inappropriate uniform such as trainers or leggings will be dealt with by the following staff:

- On arrival by duty staff and referred to SLT
- During Breakfast in the Restaurant by Behaviour Managers on duty
- At any other time by referrals to members of SLT

The Role of the Parent/Carer

The Academy requires the support of all Parents/Carers in applying the sanctions laid out in this policy when necessary so that we can work together to create an environment based on mutual respect.

Therefore a Home School Agreement is to be signed after reading the Behaviour Policy and returned to the Academy.

Any queries regarding the role of the Parent/Carer or issues arising from the application of this policy should be addressed to Duncan Marshall, Senior Deputy, who may consult with the Governor responsible for behaviour and exclusions, Pauline Hughes.

Any further information regarding exclusions, Fair Access Panel protocol, modified timetables and managed moves can be obtained from Duncan Marshall at the Academy. Parents will be consulted over any decisions leading to a reduction or change in a student's classroom transition.

A copy of this Behaviour Policy can be found on the Academy website with links to the Fair Access Protocol document and the Academy's Rewards Policy.