



Behaviour and Discipline Policy

AIM:

This policy is to be used in conjunction with the Safeguarding Policy, Care & Control Policy, Inclusion, Anti Bullying & Equality & Diversity acceptance Policy. The principles in this reviewed Behaviour and Discipline Policy are:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well being

The two main challenges for a school in relation to achieving effective behaviour and discipline are: **to allow students a voice**, to express their individuality, but to recognise and act upon the responsibility that comes with it; and, **to achieve consistency** in all responses to matters that require discipline across the school. It is our aim to achieve both. Eden Park has regular contact with homes and is able to devise individual Behaviour Management Plans for each young person, these are updated regularly and used to compile risk assessments.

Good behaviour and discipline create an atmosphere and context where the aims of a rights led restorative agenda can be realised. In order to support this, the school encourages behaviour that:

- deserves positive recognition
- allows students to express themselves in a constructive way
- is characterised by respect for others
- enables learning and teaching to progress, be positive and enjoyable
- ensures that students and staff feel valued and listened to
- enables a positive ethos in the school that is recognised by both those who work in the school as well as visitors
- recognises the importance of a clean and looked after environment
- sets an example to others
- offers all the chance to succeed
- discipline that is fair, consistent and follows a published and supportive framework - see The Stages of Support and Stages of Recognition (see Appendix 1).

It is our aim to promote, educate and support behaviour and discipline that is clear, consistent and fair. We expect students to hold doors open for others, exercise care, attention and pay respect to others at all times, use appropriate language and follow instructions without challenge or disrespect. Good



discipline is needed to teach and support good behaviour. Our aim is that good discipline is part of each teacher's classroom management and ethos.

GENERAL POLICY STATEMENT - BEHAVIOUR:

We are committed to ensuring that each member of our community behaves in a responsible and acceptable manner, which demonstrates care and understanding, courtesy and respect for:

- others, regardless of whether they are staff, students, friends or visitors
- each other's property and belongings
- the school environment
- the wider community

Behaviour in these contexts includes the use of appropriate language and tone of address as well as non verbal communication.

GENERAL POLICY STATEMENT – DISCIPLINE:

We are committed to leading by example and responding to matters of poor behaviour with consistency across the school, according to published guidelines.

To this end, The Stages of Support and Stages of Recognition (Appendix 1) are displayed in each classroom base and explained to students during assembly time, with a specific and detailed focus at the beginning of the academic year. The 5 Stages of Support detail a structured and staged response to behaviour in the event of it being below our expectations. The 5 Stages of Recognition detail the response to behaviour that is positive and deserving of note and resultant praise. We aim to ensure that our discipline is characterised by a staged and systematic response that is clearly understood and designed to provide students with opportunities to recognise and put right what they have got wrong. Therefore, it is as much a proactive form of classroom management as a reactive set of sanctions.

Part of classroom management is to create a safe and secure environment for effective learning and teaching to take place. We believe that a systematic approach to disciplinary matters is central to achieving this.

GUIDANCE AND PROCEDURES – BEHAVIOUR AND DISCIPLINE:

Relevant areas are:

- during lessons
- on school site: before school, break, lunchtime, moving between lessons and after school
- off school site: moving to and from school and engaged in activities organised by the school

Tutor for Learning and Lessons:

During lessons, classroom discipline is primarily the responsibility of the teacher. It is the responsibility of both to follow the Stages of Support and Recognition (Appendix 1) consistently and fairly, responding to behaviour that falls below expectations in a structured and systematic way. The Stages of Support outline the appropriate stage for referral. The subject teacher would refer the student's behaviour to the Head – **Simon D Harrison** - in the first instance. To further support subject teachers in matters relating to discipline:

- staff can complete the incident book/able form at any time. The significant incident log is any incident which has caused a change in schools policies & procedures.

On School Site:

It is the responsibility of each student to behave respectfully and appropriately when on school site immediately before school, during break and lunchtime, moving between lessons and after school. Care staff are on duty at these times to supervise students and, in doing so, support their understanding of what is appropriate outside of lesson time. To support this we operate a system of Merits, (Appendix 3) applicable to all students. We expect students to:

- demonstrate care and respect for our environment and each other
- use appropriate language
- be non threatening, abusive or bullying towards others
- put all litter in the bins provided
- play games with due care and attention to others and parked vehicles
- follow the signs around school that clearly mark areas that are for movement only and areas that students are not permitted to be in
- be aware of health and safety issues and act accordingly
- respond positively and without challenge to instructions given by all supervising adults and student prefects
- show an awareness of and courtesy to all visitors to the school

As well as members of staff on duty, members of the Senior Management are also on duty each lunchtime, to support teaching staff in and on the premises and can be contacted via the Reception in cases of unacceptable behaviour – where the student is not responding in the right way to the member of staff supervising.

Off School Site:

This is when students are representing the school outside of the school premises, including when students are moving to and from school and engaged in activities organised by the school.

We expect our students to:

- operate the same level of courtesy and respect that we publish and support in school
- be ambassadors for the school. We aim to respond constructively and systematically to concerns raised by members of our community over the behaviour of our students on their way to and from school and when representing the school in organised activities. Messages relating to our expectations are reinforced through assemblies as well as through our Citizenship programme.
- To follow Health & safety guidance and direction from staff members in line with risk assessments and behaviour support plans.

SUPPORT MECHANISMS FOR STUDENTS AND STAFF:

The school views sanctions as support as well as being a consequence. Such support will be applied calmly, fairly and consistently. Students need to understand the cause and effect of inappropriate action leading to consequence. The following explains the procedures of discipline support for students in lessons and on school site. Students will repeatedly be made aware of school rules and expectations.

Behaviour of students in lessons is primarily the responsibility of the subject teacher with oversight, leadership and management from the Head. Students will be expected to follow the Stages of Support and Stages of Recognition displayed in each classroom and tutor base.

The type of sanctions used may include removal from class, a pupil working with care staff support in seclusion, detention, removal of earned incentives and/or privileged. Eden Park Academy operates a non-punitive, restorative-justice approach to consequences. As such pupils are given the opportunity to repair harm and reclaim privilege and incentive through reflection.

Where students move through to the final stage – where complete refusal, serious transgression and/or lack of appropriate response takes place –

- Wherever possible carers are informed by a phone call when a student is to be formally excluded. Exclusions from school are followed by a readmission meeting where the parents/ guardians of the student concerned are required to meet with the Head to discuss the incident leading to exclusion and the student's reintegration back into school. Social workers will be informed of any changes to an pupils education.

The School's Stages of Support is supported by Stages of Recognition which outlines how students are rewarded in the school. Students respond well to praise, encouragement, and the positive reinforcement of success through reward. It is our aim to be positive wherever possible and to recognise



students' achievement and effort. The following are examples of rewards for good behaviour that support our Stages of Recognition that is displayed in each classroom and staffroom:

- Merits/letter – for individuals as well as for all teaching groups
- Letters/post card of commendation
- Curriculum Awards
- Teacher Awards
- Positive comments on work
- Announcements in School council
- Display of students' work
- Head teacher's Award
- Positive stamps and stickers in books
- Recognition for reports: includes letter home, vouchers and school trip
- Articles in school newsletters

We aim to award all students regardless of gender, age or ability. It is our aim that those who deserve recognition receive it.

Monitoring and Evaluation:

Each student is taken through our expectations through focus on the Stages of Support and Stages of Recognition during assemblies, and are reminded of the merits system and their individual progression. Rewards are given for using good language, attitude towards studies, Completion of work and positive interaction.

Staff will be kept informed through Staff Briefing and Staff Meetings through notices relating to students about disciplinary matters, given during assembly.



Appendix one

Stages of Support

See ABLE for new guidance,

1 Initial warning with a look or use of your name - *this is an opportunity for you to put right what you have got wrong and avoid a detention or other further action. This warning is enough for the majority of students to stop and get it right. Let's face it no one wants a detention. Step 1 will be noted on the board.(reminder of expectation)*



2 Spoken to by the teacher – *you really must put this right now. You need to do two things: apologise for your behaviour and put it right. You really should have responded to the first warning and are now in danger of getting a detention. Be careful! Merits may be removed!*



3 Detention/Behaviour Management with care staff – *break or lunch time with the teacher. You need to be seen alone so that the teacher can discuss your behaviour with you and your failure to respond to the two clear stages of support above. You need to get this right. Another option is to speak to care staff about any issues you have.*



4 Subject Detention after school – *this means that your carers/guardians are informed about your poor behaviour along with the Subject Teacher.*



5 Subject Report – *if you repeat the poor behaviour then you will be placed on report by the Subject Teacher. This is serious and means that Simon D Harrison will be informed. If there are also concerns from other subjects then you will be placed on a daily or a weekly report. Lack of good enough progress weekly report leads to further and longer detentions, reparation work possibly exclusion from certain classes, and possible school exclusion.*



You are here to learn. What we outline above supports all of you to achieve this. Think about the consequences of your actions and don't ever allow yourself to go beyond Stage 1. It doesn't need to happen.



Stages of Recognition

You are here to learn and succeed. We all work better when we feel our efforts are rewarded

1 Initial comment and praise in class - *this is an opportunity for you to get some immediate feedback and for others to see how well you are doing. Merits/points may be given if you have worked hard.*



2 Spoken to by the teacher outside of the classroom – *you might be asked to stay behind briefly after the lesson has finished so that the teacher can speak to you in more detail and individually about how well you are doing. This is about letting you know how much your effort has been noticed and appreciated*



3 Phone Call/ Card Home – *after the teacher has already spoken to you about how good your effort is, it is now time to widen the audience for this positive feedback. This means contacting your parents/guardians/carers, which means that effectively you will receive two lots of recognition: one from school and the other from home after the phone call or letter. You should be feeling pretty special and happy by now. Well done!*



4 Referred to Fiona Penney- *this means that your teacher is so impressed with your efforts in your subject that you need to be seen by Kerry for additional praise and so that he can get to know you and develop a special interest in your future progress and continued success. This may include another phone call or letter home – so things are looking pretty good for you by this stage!*



5 Awards, medals and treats – *your teacher(s) will see you and will find out whether your hard work is repeated across all of your subjects. Evidence of this on a whole school Progress or Full report leads to rewards of letters home, points, gift vouchers and a prize.*



You are here to learn. What we outline above supports all of you to achieve this. These stages are all about recognition. Everyone wants to be known for who they are and what they achieve. We look forward to seeing you and letting you know how much we appreciate your efforts.



To and from school

- v show good sense and courtesy when using roads and the corridor
- v keep off private property
- v to show courtesy to other students arriving at or leaving school

On the school site

- v keep our school, clean and attractive - put all litter in a bin
- v observe the instructions given on signs around the school
- v look after our environment by keeping off the banks and flowerbeds
- v stay away from parked cars
- v respect people, their games and their property when on the playground
- v move away from the main gate and entrance

Inside the school building

- v running causes accidents – walk instead
- v keep to the left on the stairs and in the corridors
- v wipe your feet when the ground is wet or muddy
- v keep passageways and entrances clear by not congregating there
- v take care of our school, our buildings and our displays

At the start of each lesson

- v enter promptly and sensibly as soon as instructed
- v stand silently behind your chair until told to sit down
- v prepare properly for you lesson by - removing your coat
taking out books and equipment
putting your bag on the floor
putting you coat on your chair back
- v remain silent whilst the register is taken

During each lesson do

- v ask permission if you want a drink
- v work quietly and sensibly
- v put your hand up if you have something to say

During each lesson don't

- v call out
- v leave the lesson
- v distract other students
- v eat or chew

At the end of each lesson

- v note any homework in your homework notebook
- v pack away when told
- v make sure your chair is placed under your table
- v wait in silence to be dismissed by your teacher



Eden Park Academy
Every Pupil Achieves

In between lessons

- v get to your next lesson as quickly as possible
- v do not enter the main classroom block by the door at the top of the steps
- v do not visit the toilet if it will make you late for your lesson

At the end of the day

- v leave the school grounds promptly unless you have an appointment or activity
- v take care crossing the roads outside school
- v show good sense and courtesy when using the corridor and roads

On arriving home

- v unpack your school bag checking for letters and homework
- v do your homework
- v check what you will need for your next day at school
- v pack you bag and leave it by the front door