
Behaviour Policy – Inc Exclusion Arrangements

The Grove Academy

Positive Behaviour Policy Document

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General Statement

At The Grove Academy we encourage the best possible behaviour from all of our young people and we endeavour to work alongside pupils and parents/carers to plan individual approaches to maintain positive conduct.

Aims

Our overall aim, in the management and promotion of positive behaviour is to develop an atmosphere of mutual care, trust, diplomatic honesty and respect.

We expect everyone to act with courtesy and consideration to others at all times.

Our priority is to encourage good behaviour by:

- Providing a relevant and appropriate curriculum which is tailored to meet the individual needs and preferred learning styles of the pupil
- Teaching pupils the skills required to moderate and temper inappropriate behaviours
- Helping pupils to take responsibility for their own actions and develop a level of accountability
- Providing an environment where social and collective norms are the accepted benchmark
- Dealing with unacceptable behaviour promptly and fairly with minimum fuss and in a consistent and logical manner
- Promoting a consistent approach to sanctions from all staff
- Working closely with families and their child to develop healthier communication strategies which foster improved relationships

Development and Maintenance of Codes of Behaviour and Boundaries.

At The Grove Academy the development and maintenance of rules and boundaries is embedded in the whole curriculum. It is important to note that, although rules are designed to be adhered to, individual circumstances will always be fully considered before appropriate sanctions are applied.

Code of Conduct

The Academy Code of Conduct is a simple guide for pupils, parents/carers and staff to indicate what is acceptable and unacceptable behaviour in the Centre and during learning activities. The code is displayed throughout the provision.

Acceptable Behaviour and Attitudes (examples)

- Being polite
- Helping each other
- Being on time
- Asking permission before leaving a site
- Keeping the building clean and tidy
- Considering each others' feelings
- Understanding differences
- Learning as much as possible
- Accepting help and support from Academy staff

Unacceptable Behaviours and Attitudes (examples)

- Smoking in or around the sites
- Swearing and use of offensive language
- Being late
- Sexist remarks
- Racist remarks
- Alcohol or drugs in or around the site or attending the Academy under the influence of
- Offensive weapons
- Verbal or physical bullying
- Graffiti or damage to the Academy or Academy property
- Borrowing or stealing property

Understanding Behaviour Difficulties

Most pupils who attend The Grove Academy have a long history of behaviour difficulties. The Code of Conduct is a guide for pupils in understanding what acceptable behaviour is and what is not. However, staff must understand that it is very likely that many of the boundaries set down will be stretched, if not broken, on many occasions by individual pupils. Therefore it is of paramount importance that *all* staff have an in-depth understanding of the individual needs of pupils and are comfortable with which strategies work in modifying and improving the behaviour of individuals. This familiarity and knowledge will be achieved by:

- Analysis of on-entry assessment of pupil behaviour and attainment
- On-going assessment
- Close liaison with parents/carers and other associated agencies
- Regular reviews by all staff of pupil performance
- Discussion with pupils themselves
- Maintaining a database

On-entry Pre-Assessment

Before a placement at TGA can commence, the student will attend TGA for psychometric on entry testing.

It is the responsibility of the Vice Principal to organise the completion of the on-entry behaviour checklist and ensure that it is circulated to all staff. All staff are subsequently held accountable if pertinent information is disregarded.

On completion the assessment will be analysed and discussed by staff and in combination with evidence from the pupil's past records targets will be created and discussed with the pupil.

Individual Behaviour Plans

A summary of behaviour is written after on-entry assessment has taken place by the pupil's personal tutor and given to all the staff. From this targets are produced and regularly monitored on a daily/weekly basis. The targets for behaviour and learning are assessed lesson by lesson and monitored by all staff on a weekly basis, through the reward process. Targets may be changed with the use of additional information shared during staff briefings.

Record Books/Weekly Reports

A record book of a pupil's behaviour and academic performance is maintained by teachers each week. The information in the book is discussed each day with the pupil.

Detailed reports are sent home on a Friday afternoon to parents/carers with an enclosed stamped return envelope for their comments. Both KS3 and KS4 The aim of the record books is to constantly formally assess pupil performance and provide comprehensive feedback to parents/carers and schools of what a pupil is achieving. The information from the booklet informs the content of the reports.

SMT will monitor on a weekly basis the accuracy and consistency of the marks given to pupils in their record books. All staff are required to write a brief note regarding the pupils' performance in the lesson, therefore time to orchestrate this must be taken into account when planning the lesson.

As maintaining positive behaviour during social times is often difficult for some of our pupils, points are also given for their conduct during break times and other social times such as assembly, arrival and departure. These are discussed with pupils at the end of each week and can inform targets for the following week.

Key Stage 3 pupils also have a Learning Outside the Classroom (LOTC) record card, which is used specifically for trips and visits. This rewards manners and social engagement and is used in addition to the record books on these occasions. Pupils have ownership of their record cards and understand how they work. There is a LOTC shield awarded, in each cohort, for the pupil who displays the most social awareness during trips and visits.

Parents/carers

The role of parents/carers in the management of pupil behaviour at The Grove Academy is very important.

It is important that parents/carers support the placement of their child at the Academy. This support is formally sought at the initial meeting before entry when parents/carers are offered an opportunity to share their concerns.

Thereafter parents/carers will be informed of their child's performance via the weekly/fortnightly reports and the weekly log books. Parents/carers will also be regularly invited to the Academy to review their child's progress. It is not uncommon for form tutors or SLT to 'phone parents/carers to discuss issues of concern or pass on congratulatory messages regarding their child's behaviour. If there are concerns about a pupil's behaviour parents/carers will be informed immediately and if necessary asked to an urgent review meeting at the Academy.

Staff work extremely hard to modify inappropriate attitudes and behaviour. They often offer informal intervention work, via an open forum, where a parent/carer who has concerns can discuss matters with their child alongside an appropriate member of our staff in a neutral, safe and welcoming environment.

Weekly reviews

Each week a pupil's behaviour performance is discussed with the pupil at an individual tutorial meeting. From this targets for improvement are negotiated, agreed and will inform the following weeks' expectations of performance.

Database

A summary of the pupil's weekly behaviour is recorded by teachers on the Academy database. At regular intervals this data is analysed. It is the policy of The Grove Academy to pass on aggregate records to destination schools and colleges.

What is unacceptable behaviour?

The code of conduct provides a very dogmatic, prescriptive list but in real terms what behaviours should be consistently challenged by staff using the strategies prescribed in this document and their own personal skills?

1. Aggressive behaviour – both physical and verbal.
2. Defiance to staff, including the more insidious undermining of staff authority.
3. Persistent anti-social behaviour.
4. Destructive behaviour towards work or property.
5. Abusive and threatening language (sexist, racist, intimidatory).
6. Swearing (although 'low-level' may be tactically ignored)
7. Non co-operation in activities without identification of reason/s.
8. Bullying. This can involve: physical or verbal attacks, name calling, malicious gossip, damaging/borrowing/stealing property from the victim, coercing the victim into acts that they do not wish to perform.

General Strategies for Encouraging Good Behaviour

In order to encourage good and acceptable behaviour at The Grove Academy it is important all staff dealing with the pupils should:

- Be consistent in their approach
- Be cheerful and friendly when appropriate
- Be generous and praise good behaviour when it is truly deserved
- Create a calm atmosphere
- Support colleagues and be prepared to discuss strategies
- Raise pupils' self esteem
- Use sanction/punishment sparingly and appropriately
- Try to establish that the pupil understands that it is the behaviour that is unacceptable and not them
- Be prepared to move on from the incident and offer the pupil a 'fresh start'
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Rewards

An extremely important part of dealing with unacceptable behaviour is acknowledging, recording and rewarding positive behaviour. Praising pupils in an appropriate and non-patronising manner will raise their self-esteem, help them to learn to accept praise with good grace, enable them to appreciate their strengths, and recognise the success of others and help them to become positive members of society. Praise can be linked to work, effort, willingness, contribution, co-operation, teamwork, thoughtful actions towards and for others and personal achievement.

Rewards should not be given lightly and only when:

- it is above the standard for that group (class, form, year)
- it is above the standard for that pupil
- it is of a consistently good standard – this one often gets missed

We should avoid giving rewards:

- as bribes e.g. for classroom control
- on demand
- in a way which causes embarrassment
- in a way which devalues their worth to others (e.g. over use, expected)
- when not consistent with the rewards offered by other staff across the Academy

At The Grove Academy, positive behaviour is rewarded in the following ways:

- Points pupils have accumulated on their report cards are acknowledged by tutors on a weekly basis. Bronze, silver, gold or platinum certificates are awarded on a weekly basis
- Pupils decide whether they wish to accrue their points to save for end of placement Argos or Waterstones reward vouchers or whether they prefer to spend half of their points in the tuck shop and save the rest for vouchers
- Phone calls to parents/carers to report worthy actions. Parents/carers can be informed of positive behaviour via the weekly/fortnightly report
- Increased privileges and less supervision during social times
- Inclusion in visits and trips and overnight expeditions
- In the case of KS3 a more rapid return to mainstream education
- In the case of KS4, sourcing and enrolment on courses which are not necessarily reflected in the initial curriculum offer
- Specific accolades in termly newsletters
- The opportunity to represent The Grove Academy in extra-curricular competitions/sporting events
- Presented with trophies which are subsequently engraved with their name

Modification of unacceptable behaviour at The Grove Academy must be underpinned by consistency and diligence by all staff. The maintenance and impact of the system depends on all staff following guidelines:

Sanctions

The report book system will deter some pupils from misbehaving and encourage others to behave positively however, other tactics and strategies may need to be deployed if a pupil is displaying unacceptable behaviour. These can include:

- The use of diversions and distractions
- Defusing the situation, through humour or a change of subject
- Talking quietly to the pupil
- Tactically ignoring behaviour

- Keeping the pupil behind after the lesson/during break to discuss behaviour for an appropriate length of time
- Sitting the pupil apart, but still in view
- Using TA support to assist the pupil in re-engaging with the task
- Isolation from the group – informing floating member of staff
- Withdrawal privileges
- Inform parents/carers through report book or via telephone call

The above list is not exhaustive and all staff endeavour to vary and improve their toolkit of strategies. Successful approaches are recorded and shared.

Reintegration and Moving On

All pupils and their successive workers receive detailed reports and tailored guidance and advice with regards to what does and does not work in managing the individual upon their return to school or integration into another provision. Pupils are unlikely to experience successful reintegration if the advice of staff at The Grove Academy is not implemented effectively in order to manage individual pupil behaviour.

Supporting Agencies

Support in the management of pupil's behaviour is available from:

- Developing Stronger Families team
- Educational Psychology Service
- Child and Adolescent Mental Health Service

Associated Policies

Child Protection
Anti-Bullying
Physical Restraint (Securicare)