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| Policy Title: | Behaviour Policy |
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| Next review Date: | July 2022 |

**Introduction**

The *‘Colours Academy Behaviour Policy’* underlines the rules, restrictions, behaviour guidelines and responsibilities of the students, pupils and staff at Colours Academy. This policy is to be referred to if any member of academy staff requires further information/ further education towards the school rules and student/staff behaviour guidelines. All members of school staff must have a consistent approach with regards to how they handle the behaviour of pupils.

The behavioural standards set out in this policy should be reminded of and reviewed in staff training and inset days.

This policy must be made available to parents upon request.

**Members of staff that should refer to this policy are.**

* School teaching staff
* The headteacher
* Teaching Assistants

***This new policy is laid out in 5 key steps.***

**STEP 1 - Understanding the aims and expectations of the policy approach**

* Good Behaviour and respect
* Self-Discipline
* Respect of peers and school staff and teachers
* Prevention of bullying
* The completion of assigned work of pupils, of both at school and at home (homework)
* Excellent supervision of pupil’s behaviour
* Good discipline outside of school on excursion and in the eye of the public
* Control of classroom management, free of disruptions and intolerable behaviour
* Reward positive behaviour wherever appropriate and when pupils meet their specific targets

**STEP 2 – Relational Behaviour Management Strategy and Procedures**

This section is specifically aimed at teaching and support staff, however, is available to parents if they wish to learn more about how we support pupil behaviour in school.

Our approach to managing behaviour is based on 3 key elements:

* Reaction – We do not wait for problems to occur
* Consistent – The approach is frequent and used throughout the school
* Fair – The teacher treats everyone equally

Pupils manage their own behaviour best when the rules are clearly stated to them and standards have been positively negotiated, discussed and justified. Referring to the above code of conduct should be consistently approached, encouraging pupils to identify the **‘dos’** and the **‘don’ts**’.

**Relationship**

The relationship between pupil and teacher is a core element to the style and approach the relational aspect of this policy will take. The teacher will balance a style which is both authoritative in nature and cooperative to pupil’s needs. Dominance and assertiveness are key to how the teacher acts.

* For a group of pupils, actions include negotiation, setting specific goals and learning objectives, especially those which are specifically to do with behaviour (what needs improving and how to improve)

Being *Authoritative* means teachers will adapt their use of speech, voice and body language, that of which they wish the pupil’s to also display. These expectations include:

* Using proper English, not using slang, being confident in speech, being aware of what is being said and thinking before one speaks
* Not being a ‘friend’, but instead being appropriately ‘friendly’ and empathetic where required
* Being in complete ‘control’; staff are confident in supporting pupils with use of the correct emotions and reassurance to support their needs

Teachers use the entirety of the learning space when teaching, avoiding just sitting behind their desks. To further support positive behaviour, moving around the learning environment suggests to pupils that their learning is proactive, giving them less opportunity to negatively behave and proactively supporting their needs.

Wherever appropriate, teachers will use the PEP approach to identifying and initially managing negative behaviour in the classroom.

***Proximity* –** Teachers will stand by or be near the pupil who has been identified as beginning to behave negatively; this should not be invading of personal space or come across as aggressive or intimidating.

***Eye Contact* –** Holding eye contact expresses dominance to the pupil who is displaying negative behaviour. Direct communication will be taken more seriously, before and after speaking, if eye contact is held. Using the ‘Silent and Still Approach’, stop what you are doing suddenly, maintain eye contact with the pupil and await a response.

***Posing Questions –*** As opposed to announcing the identification and disciplinary actions which will be imposed on the negatively behaving pupil, a question or series of questions, should be asked. These questions should be clear and concise, authoritative and handled seriously. This may then take the form of a talking and counselling approach. This is far more effective than shouting or coming across as angry; this form of handling also makes the staff member to appear more in control.

**Persuasive Justification**

Justification is a tool for productive persuasion; if pupils have clear reasons as to why something is wrong or right, in relation to pupil standards. This is done in response to any positive or negative behaviour. Pupils should understand the purpose of each individual rule.

**Compromise**

Compromise is a core element of a holistic, relational approach to managing behaviour in schools. Compromise will involve skilful negotiation, in which the core aim is to promote commitment to positive learning. Our Strategies and approaches include:

* Enquiring to the pupil – asking for suggestions as to why they think their behaviour is negative, remembering to justify the reasons thoroughly
* Using creative and productive strategies such as making posters or writing about standards and expectations from both teachers and pupils
* Encourage pupils to take ownership and responsibility of their own behaviour, remind them of what affect behaviour has on all parties
* Asking pupils to assess their own behaviour against the pupil code of conduct

**Analysing Behaviour**

Teachers will analyse the behaviour of pupils and will approach strategy with key pedagogical principles and understanding of the individual’s needs. This includes:

* Reminding pupils about the relevant rules if they are aware of any emerging disruptive behaviour, to further reduce inappropriate behaviour
* Further to the above point, reminding of behavioural standards at the beginning of each less, especially if the pupils have previously demonstrated negative behaviour (Pupils who have previously demonstrated positive behaviour will also be reminded of how well they have acted in lessons and why their behaviour is a positive contribution to their learning)
* Teachers will be strategic; they must stop any negative behaviour from spreading, this means observing pupil behaviour and taking time to get to know the individuals in the class, intervening quickly, calmly and sensibly for a positive outcome

**Supporting Behaviour**

Various approaches can be taken to encourage the best possible behaviour from pupils, this includes:

* Using teamwork and group activities to support learning; pupils working as a team is a great methodology to promote positive behaviour. Organising pupils to work collaboratively so that they can support one another, is an excellent way to support healthy peer on peer relationships.

The cycle of negative behaviour needs to always be broken and a complete ‘refresh/ clean slate approach is taken after any negative behaviour has occurred. This ‘hypothetical’ cycle starts with negative behaviour from a pupil (of group of pupils), the teacher dislikes teaching them more, the teacher becomes less positive and empathetic, the pupil dislikes the lesson and the teacher more, their disruptive behaviour becomes worse and so it goes on. Teachers must break the chain to approach this methodology positively. A fresh slate means a fresh start, which in turn, is a positive approach to holistically handling any negative behaviour.

*Our teachers can break the cycle.*

**Teachers and support staff will be:**

* Patient towards pupils behaviour
* Professional and calm always
* Positive wherever possible, praising wherever they can
* Fair and equal in approach, everyone is supported and treated the same

**To build on healthy relationships and setting standards, teachers and support staff will always:**

* Meet and greet pupils at the door, being positive and getting off to a good start
* Identify any positive behaviour and ensure that the pupil is praised (either privately or to the rest of the class, depending on pupil’s preference, however this is always an excellent way to model behavioural expectations)
* Identify any negative behaviour and always follow the PEP to privately comment on what they are doing wrong and how they can improve. This is the best approach to support this as most negative behaviour is a form of attention seeking.
* Always be caring, this means smiling at them when using their name positively, asking for their opinion, specifically looking at their work (with great attention) when they are on positively on track, comment on good efforts and personal achievements (rewarding points wherever possible) communicate clearly (being patient, clear and informative), have high expectations, keep calm and show pupils that you value them being in the class.
* Take some time to engage with pupils informally, to get to know pupils and explore their interests and hobbies (further nurturing them and allowing pupils to understand the teachers are not just ‘robots’ with only the intention to make pupils listen to them and do work when they are asked)
* Use PEP (Proximity, Eye Contact, Posing Questions) to identify and progressively handle any negative behaviour.
* Collaborate with pupils and work with them. It is important for pupils to problem solve with teachers and develop a resolution based on mutual understanding rather than assumptions and stereotypes of negative behaviour
* Develop team and group work to support behaviour, pairing and grouping pupils who behave poorly with those who act in a positive manner, encouraging a healthy influence where peers can learn from one another
* Have high expectations and ensure that pupils know what the code of conduct is
* Develop flexible responses and teaching styles when considering how pupils behave differently
* As previously explained, giving responsibilities to pupils. Pupils need to feel like they belong as part of best inclusive practice; managing these responsibilities is a fantastic way to establish this concept.
* Avoid Sarcasm; this could lead to mixed messages and can influence the pupil/ staff relationship
* Be a good role model, displaying behaviour that they wish for the pupil to mirror

**Review**

Staff’s approach to behaviour management is reflective and should be reviewed whenever possible, especially in circumstances where pupils may require additional support. Teamwork across members of staff is essential to further supporting the individual behaviour of pupils.

**STEP 3 - Appraising, Rewards and Achievements**

When a child achieves good work in a lesson, staff will photograph the work/ or scan it onto the Pupil’s external file. This will act as a compiled file of achievements. This is especially important in **evidencing pupils meeting their targets which are set in their ILPs.**

Every pupil has an Achievement folder, which aims to display all their best work and outcomes of positive behaviour, this is especially key if the pupil has a certain set of targets which they must reach or overcome, and the work being captured evidence this.

Pupils can also be rewarded Achievement points to their Achievement Point records, pupil are rewarded these points when they complete an excellent piece of work, rewarding tgem 1 point. Points will be recorded on the sheet, as well signed by a teacher each time one is given. When a milestone has been reached, pupils should inform their form tutor and they will arrange for a badge to be rewarded in the weekly assembly time on a Wednesday. The following structure applies:

* 30 Points – BRONZE BADGE
* 60 Points – SILVER BADGE
* 90 Points – GOLD BADGE
* 120 Points – SUPER GOLD BADGE
* 150 Points – PLATINUM BADGE
* 180 Points – DIAMOND BADGE

Rewards need to be applied consistently for pupils who act positively so that an exceptional standard is set in class.

Alongside this, teachers will be able to give exemplary pupils individual responsibilities, such as library monitor, school counsellors and pastoral carer.

End of year Prize giving enables pupils to receive certification and trophies for their specific achievements over the academic school year.

Pupils at Colours Academy will have a depth of knowledge about the Pupil Code of Conduct, which is a clearly defined list of things they should and should not do.

The key aim for this behaviour policy, is that it is ‘relational’ and ‘holistic’ in the school’s approach to managing behaviour, establishing that talking, counselling and nurturing trust with our pupils is the best way forward, as opposed to defined consequences and sanctions which do not apply pedagogical principle and context of the child’s individual needs.

**STEP 4 - Pupil Code of Conduct ‘*The Colours Code’***

All pupils should be aware of this code, it should be reminded to them in class as well as displayed where they can see it.

Below is the pupil code of conduct, which a copy of, can be found in the OneDrive. Pupil’s should be reminded of their behaviour and the school’s expectations through the following guide.

**These are the things that I should do:**

* **Treat every peer, member of staff and visitor with respect**
* **Treat everyone equally, no matter their race, religion, gender, or being different in any way.**
* **I will wait my turn to speak.**
* **Dress appropriately, sensibly and suitably for school and activities**
* **Try my best at all my work**
* **Get to lessons on time**
* **Tidy up after myself and help others when needed**
* **Tell an adult if I witness bullying, if something is wrong or if there is an emergency**
* **Always set an example to others**

**These are the things that I should not do:**

* **Make rude or harmful comments about others**
* **Swear/curse, spit, hit, push or touch someone else without their consent**
* **Interrupt others when they are talking**
* **Bring anything into school which** might **be dangerous**
* **Use my mobile phone during school time**
* **Run around in school**
* **Litter, graffiti, lose or damage any school equipment**
* **Use any school equipment without permission**

**STEP 5 – Consequences**

These consequences should always be seen as a final resort; we believe in supporting the pupils to grow and develop as individuals, nurturing their strengths and achieving to conquer weaknesses.

Any pupils who do not follow to the ***Colours Code*** should be reminded of expectations and warned about a formal warning. 3 verbal warnings lead to pupils being additionally supported/ intervention in terms of their behaviour (This could be varied depending on their behaviour, their needs and what goals we aim for them to achieve. A plan could be put in place and targets could be outlined for pupils to work towards)

3 Formal warnings (different from the verbal ones) lead to a pupil being temporarily or permanently excluded. In situations where a pupil is unsafe or demonstrates a severe lack of respect towards the school’s pupil code of conduct, pupils may be excluded without the formal warnings. This is up to the decision of the Head Teacher. Applying formal warnings should always be a last resort and should only be considered if the pupil’s behaviour is displaying a high level of disrespect to school rules or is unsafe towards others or themselves.

It is of the greatest importance that pupils learn to respect the rules and teachers model these expectations. Form tutors also play a big role in exemplifying this behaviour and discussing/ comparing the positive and negative behaviour which can be seen throughout the school and how to improve. Best inclusive practice of teachers embodies counselling as a key element of the teacher’s duties and responsibilities. Relational policy involves working closely with the pupils, if a pupil is behaving negatively, there may be a reason. Working to the route of the problem is the driving force of a resolution.

If pupils intentionally display negative behaviour, working to support them can be a very educational experience for them; teaching about why the pupil’s actions are poor and not positive is how the situation is approached. Equally, pupil’s behaving in a way where they are displaying behaviours which are unintentional, should be politely reminded about what we expect from them. The pupil code of conduct should be at the pivotal point here, pupils need to be constantly reminded to look at this and check if they are keeping within the rules.