



## ATLP Behaviour Policy and Home School Agreement

### Document Control

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## Behaviour policy and Home School Agreement

- Principles, Aims
- Key Roles and responsibilities
- Expectations
- Recognising positive behaviour
- Managing poor behaviour and how to deal with it
- Taking account of individual students needs

Appendix A: ATLP Schools Code of Conduct

Appendix B: ATLP Home School Agreement

***EACH SCHOOL MAY ADD FURTHER APPENDICES TO THIS POLICY AND THE SCHOOLS CODE OF CONDUCT/HOME SCHOOL AGREEMENT SHOULD THEY DEEM THEM TO BE APPROPRIATE TO THE MANAGEMENT OF BEHAVIOUR IN THEIR SCHOOL AND TO COMPLY WITH THE BEHAVIOUR POLICY IN THEIR OWN SCHOOLS.***

## **Principles and Aims**

- To share and employ effective practices and strategies which promote positive behaviour and help to reduce examples of poor behaviour.
- To ensure rules, routines and sanctions are applied consistently and calmly across the schools within the Arthur Terry Learning Partnership.
- To effectively manage students' behaviour to prevent disruption to the teaching and learning of other students, providing an environment where students are safe and positive behaviour is encouraged and promoted.
- To tackle low level disruption in a consistent and calm manner to ensure learning is not affected.
- Fundamentally, it is the professional responsibility of all teachers to manage the behaviour of students (see teachers standards).

## **Key Roles and Responsibilities**

Headteachers:

1. Support all staff by ensuring Behaviour Policy is followed, as per the policy in their schools.
2. Publicly praise good behaviour through the praise policy in their schools.
3. Set high expectations to staff and students.
4. Celebrate success.

Trust Board:

1. Will work closely with and support the headteacher to ensure that students are encouraged to display positive behaviour at all times.
2. Will attend relevant events which reward the majority of students for their positive behaviour.
3. Celebrate success.

Staff:

1. All staff including teachers, support staff and volunteers will be responsible for the following policy and for ensuring that pupils adhere to it. They will also be responsible for ensuring that the policy is implemented fairly and consistently.

2. All staff, including teachers, support staff and volunteers will create a supportive and high quality learning environment, teaching positive behaviour for learning and implementing the agreed policy.

Parents and carers:

1. Parents and carers will be expected to take responsibility for the behaviour of their child/children inside and outside of school.
2. Parents and carers will be expected to take responsibility for promoting positive behaviour for learning and modelling acceptable behaviour in the home and to support the school as per the Home School Agreement.

Students:

1. Students are responsible for their own behaviour both inside school and out in the wider community.
2. Students are responsible for their social and learning environment and agree to report all undesirable behaviour.

## **Expectations**

Students are expected to behave courteously at all times showing respect and consideration to other students and staff at all times.

Students educated within the ATLP are expected to follow their schools Code of Conduct and rules which are available from the schools directly.

### **Expectations and behaviour outside of school**

If students behave well when outside school (e.g. on a school visit), they should be rewarded in the same way as they would be in school.

Each school within the ATLP has a statutory power to regulate the behaviour of students when off school premises and not supervised by school staff.

This regulation includes behaviour on all activities arranged by the school such as work experience, educational visits and sporting events. It also includes behaviour on the way to and from school and behaviour when wearing school uniform (if any) in a public place.

Students are expected to be positive ambassadors of their school at all times.

It is the headteachers responsibility to ensure that schools act in a reasonable manner taking into account the following factors: -

- The severity of the misbehaviour.

- The extent to which the reputation of the school, or the ATLP has been affected.
- The extent to which the behaviour in question would affect the orderly running of the school and/or pose a threat to another student or a member of staff or visitor.
- The proximity of the poor behaviour to the school.

## **Recognising positive behaviour**

Positive behaviour should be recognised at all times. Positive recognition should be given to students who have been ambassadors for the schools and themselves, e.g. achievements in a sporting event, school trips, educational visits or competitions.

All staff have a responsibility to implement, monitor and evaluate the use of praise and must ensure that there is equality of opportunity for students to achieve rewards regardless of age, ethnicity, gender, special educational needs and disability.

Good behaviour is positively reinforced by staff through frequent use of encouraging language which fosters positive relationships with students.

To celebrate success and good behaviour, the schools within the ATLP should host special events, e.g. success assemblies, praise events and whole group and individual rewards for consistent good behaviour or greatest improvement.

## **Managing poor behaviour through sanctions and support**

Schools have the statutory power to impose sanctions and teachers are responsible for managing the behaviour in their classroom. Whatever sanctions are used, will be applied consistently and fairly. Sanctions demonstrate to other students what action will be taken as a result of unacceptable behaviour. Sanctions must take into account individual students, the student's age, special educational needs, disabilities, other personal circumstances, medical or cultural circumstances and the student's out of school responsibilities. Consideration should also be given to the nature of the behaviour.

We understand that good behaviour and discipline is essential for promoting a high quality of education.

Amongst other disciplinary sanctions, the school recognises that exclusion of pupils may be necessary where there has been a serious breach, or consistent breaches, of the school's Behaviour Policy. Excluding a pupil may also be required in instances where allowing the pupil to remain in school would be damaging to the education of others; in all cases, excluding pupils should only be used as a last resort.

Schools within the ATLP continue to enjoy positive relationships with the exclusion teams in their relevant Local Authority.

School staff and governors always have full regard to the latest DfE Exclusions Guidance and related documentation when dealing with any exclusion matters.

### **Some examples of how to deal with incidents:**

- Make clear you are dealing with the behaviour rather than stigmatising the student.
- Avoid using severe sanctions for minor infringements.
- Avoid whole group sanctions.
- Use sanctions that help students to learn from their mistakes and show how they can improve their behaviour.
- Use sanctions in a calm, controlled manner.
- Threats should only be used if there is an intention or the facility to carry them out.
- Avoid sanctions becoming cumulative and automatic. Sanctions should take account of individual circumstances and needs.
- Use sanctions that are a logical consequence of the student's inappropriate behaviour.
- Where possible, sanctions should demonstrate to the students that they are the result of the choices they make. In this way students will begin to see the connection between their behaviour and its impact on themselves and others and so increasingly take responsibility for their own behaviour.

### **Taking account of individual students needs**

It is important that all staff are aware that poor behaviour may be masking unidentified learning difficulties or other Special Educational Needs and should act accordingly.

All adults in schools within the ATLP are required to take account of students' individual needs and circumstances when applying the school's behaviour policy. Physical, emotional, communication and learning needs should be considered when children are showing negative or challenging behaviour.

All students should always have their needs and circumstances taken into account especially those at risk of disaffection or exclusion. This may include students with

an educational need, students from minority ethnic and faith groups; students learning English as an additional language, looked after children, sick children, troubled children, young carers, children from families under stress, pregnant girls and teenage mothers, travellers, asylum seekers and refugees. This is not an exhaustive list.

It is important that all adults in the school are sensitive to individual needs as inappropriate school responses may contravene legislative requirements and could result in the school's actions being challenged.

### **Taking account of race, religion and culture**

We aim to avoid discriminating against particular racial groups by monitoring policies and practices.

It is the responsibility of staff to ensure that they are well-informed about cultural differences and that these are taken into account when applying school rules. Staff should ensure that they are fully aware of equal opportunities legislation as it relates to behaviour policies. It is the responsibility of staff to challenge any form of discrimination.

### **Taking account of SEN, disability and the circumstances of other vulnerable students**

The school makes reasonable adjustments in the application of the behaviour policy to disabled students.

Special provisions are made for students with behaviour related learning difficulties through the use of local intervention strategies and Local Authority advisory services and other mechanisms. The school regularly monitors the impact of its behaviour policy on vulnerable students as well as identifying students who are at risk.

Staff receive regular briefings of any measures taken to support students on a need to know basis and a key person is identified to co-ordinate the school's response. This can be done verbally and in written staff briefings and emails.

It is the responsibility of staff to ensure that they follow the school's referral procedures.

Staff also have the responsibility to familiarise themselves with the statutory requirements as outlined in the school's Disability Equality Scheme bearing in mind the broad definition of disability which encompasses behavioural difficulties.

Staff are also reminded that while there is an overlap between those students with Special Educational Needs and a disability, there are students who have disabilities but no Special Educational Needs.

In practice it is important that staff avoid the blanket application of this behaviour policy without taking into account an individual student's needs.

### **Examples:**

- An automatic exclusion for swearing at a teacher might put the school at risk of litigation if the policy fails to make a reasonable adjustment for a disabled student whose disability relates to communication difficulties and anger management.
- A student with dyslexia is given a detention for not doing homework when the homework was quickly written on the board at the end of the lesson without giving him/her time to copy it. The school could be accused of treating the student less favourably because of their disability.

### **Reasons why some students may behave inappropriately**

There are a number of reasons why students with Special Educational Needs or disabilities and other vulnerable students may behave inappropriately. Students may not have the skills or competencies necessary to understand or follow the school rules. These may be cognitive, physical, social or emotional.

### **Some common examples are: -**

- They may have a hearing or speech impairment which means they do not understand an instruction.
- Cultural differences may mean that they respond to adults in a way that the adults are not used to.
- Students, because of learning or communication needs, may not understand a school rule.
- Students with attention difficulties may be unable to comply with certain rules e.g. keeping still for long periods.
- Some students may not have been taught the skills they need to control their emotions or to behave appropriately in different situations. They may not have the skills to manage anxiety or resolve conflict or work appropriately in a group, e.g. students who cannot differentiate between language used in the playground and in the classroom.
- There may be some students who have not acquired these skills but would have been able to use them if they were taught how to, however there are some students who, because of the specific nature of their special need may be unable to master these skills, e.g. students on the autistic spectrum.

- Some students will choose to misbehave to gain attention either from adults or from their peers. Others may choose to misbehave because of a lack of commitment to education.
- Some students know how to behave and have the skills but are unable to use them because they are experiencing stress or trauma which makes them unable to make rational choices e.g. a child who is being bullied or has suffered a bereavement or is experiencing family upheaval.
- Staff should also be aware of the needs of more able students and understand that they should set them challenging work at an appropriate level to meet their needs.

## **APPENDIX A - ATLP SCHOOLS CODE OF CONDUCT**

### **All Students are expected at all times:**

- To maintain a high standard of behaviour that will bring credit to themselves and the school, including on the way to and from school, school visits, trips and work experience.
- To show respect to each other and to all adults, including neighbours of and visitors to the school.
- To work hard, complete class work and homework and bring equipment to all lessons.
- To follow reasonable instructions by school staff, obey school rules and accept sanctions in an appropriate way.
- Not to disturb the education of others.
- To move about the school in a quiet and orderly manner.
- To attend school as required by law, to be on time and try to strive to achieve the best education for themselves.
- To keep to designated areas listed by staff and not to leave the school site without permission.
- To wear school uniform with pride, following the school policy.
- Not to bring any dangerous, illegal or valuable items into school.
- To respect the school's Equality Policy, whatever people's race, ethnicity, gender, sexuality, ability or beliefs.
- To respect all property, fabric, displays and equipment, whether belonging to the school or other people.
- To keep their school tidy and presentable by not littering.
- Not to smoke cigarettes or e-cigarettes on the school site or on the way to and from school.

*We recognise that mobile devices are relied on by young people to communicate their whereabouts and well-being to parents and carers. We ask that students do not misuse the privilege of being allowed to have their mobile devices brought into school. Mobile devices should not be used in lessons unless requested by teachers to support their learning. Members of staff reserve the right to confiscate a mobile phone. The use of recording is*

*strictly forbidden and any action where a student photographs, records or uploads footage taken will be sanctioned appropriately, which could include communication with the police.*

*Under no circumstances should a student take a photograph or record a member of staff or another student without consent. Inappropriate use of social media and messaging will be sanctioned.*

*The school do not accept responsibility for any damage or loss of mobile devices, as these are brought in at their owners' risk.*

*Students and parents are expected to comply with the mobile phone policy that is in operation in their school.*

## **APPENDIX B – ATLP SCHOOLS HOME SCHOOL AGREEMENT**

As a Parent/Carer I will:

1. Ensure my child attends school regularly, on time and with the correct uniform, essential equipment and ready to learn.
2. Refrain from taking family holidays in term time, which affects the continuity of my child's education.
3. Inform the school by telephone of my child's absence whenever possible and to follow this up with a written note of explanation on return.
4. Exercise my responsibility for my child outside school hours.
5. Support the schools' policies e.g. behaviour, uniform, homework.
6. Provide encouragement to my child to continue the patterns of work and behaviour established in school.
7. Inform the school of any information, which might affect my child's work or behaviour.
8. Encourage my child to have pride in the school and to care for both the school environment and the community.
9. Attend parents' evenings and discussions about my child's progress when required.
10. Aid effective communication by returning reply slips promptly and using, if applicable, the student organiser.
11. Explain relevant policies to my child and ensure the significance of such documents, as the Home-School Agreement and Code of Conduct is understood.
12. Encourage my child to behave in an appropriate manner whilst travelling to and from School, being mindful of road and rail safety.
13. If my child is excluded from the school, to ensure that he/she is not found in a public place during school hours in the first five days of exclusion and, if invited, to attend a reintegration interview with the school at the end of a fixed period exclusion.

Signed.....Parent/Carer

As a student I will try to:

1. Attend school regularly and on time, in the correct uniform.
2. To follow reasonable instructions by school staff, obey school rules and accept sanctions in an appropriate way.
3. To report any incidents of violence, threatening behaviour, abuse, discrimination or harassment.
4. Be on time to all lessons with essential equipment and ready to learn.
5. Show respect to all members of school community and co-operate with those in authority.
6. Have respect for the work, property and privacy of others.
7. Complete class work, coursework and homework to the best of my ability
8. Discuss any problems with my form tutor (Y7-13)/class teacher (Y1-6) or another appropriate member of staff.
9. Take responsibility for my personal belongings and for any letters given to me to pass on to my parents/carers.
10. Not to bring into school any dangerous, illegal or valuable items.
11. Take pride in the school and protect the environment by not dropping litter or damaging school property.
12. Behave in a sensible manner during break, lunchtimes and when travelling to and from school.
13. Follow the schools Code of Conduct at all times and act in a way, which will bring credit to myself, my family and my school.
14. To co-operate with any arrangements that are made to support my behaviour and learning.

Signed.....Student