



RIDGEWAY ACADEMY

BEHAVIOUR POLICY

Policy Approved by Curriculum and Community Committee on

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Full Governing Body meeting (date)

To be reviewed

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BEHAVIOUR POLICY

RATIONALE

This policy is the result of a review of practice in school and development work undertaken by a working party involving staff and governors. It is used in conjunction with other policies such as Race Equality, Equal Opportunities, Access and Inclusion. Reference has been made to Local Authority and DCfS guidelines on behaviour and attendance. For education to be effective the behaviour of students has to be conducive to an atmosphere of shared purpose and learning. This policy focuses on school procedures for maintaining high standards of behaviour and good order. The policy is based on the idea that encouraging positive behaviours will lead to increased SELF-ESTEEM which in turn leads to greater SELF RESPECT and result in effective SELF-CONTROL.

SELF ESTEEM **—————>** **SELF RESPECT** **—————>** **SELF CONTROL**

GOVERNORS' SUMMARY STATEMENT

The Governing Body has agreed the following guidance for the Headteacher and all members of staff in promoting and maintaining good standards of behaviour and discipline.

All members of the school community should be encouraged to:

- *Understand that each individual is important and has a valuable contribution to make, irrespective of gender, race, age, creed or disability.*
- *Have respect for one another – self-respect is the foundation on which mutual respect is built. In order for pupils to have respect for authority, members of staff must exercise that authority fairly, and at all times show respect for pupils, their views and their individual and unique situations.*
- *Exercise self-control – loss of control, both verbal and physical, will be dealt with firmly and appropriately.*

The provision of high quality education for all pupils in a safe environment is of paramount importance. There may be occasions when it is appropriate for an individual programme to be created for a particular pupil, away from others, in the pupils' best interests and in the interests of the majority.

The school is committed to working with individual pupils to identify and analyse the causes of poor behaviour and to adopt strategies to bring about improvements. The school will acknowledge that each of these pupils will have specific and individual needs. The school will accept that for some pupils the process of bringing about change will require time, patience and understanding. Encouraging and rewarding good behaviour is central to the school's behaviour modification strategies.

The school is committed to using praise, encouragement and rewards to foster good behaviour. On occasions, recourse will be made to a range of sanctions.

The school will alert parents if a pupil's behaviour gives cause for concern. The school will strive to work in close partnership with parents of those pupils whose behaviour is

consistently falling below our expectations to the extent that it is adversely affecting the pupil's and others' education.

Where it is felt necessary to detain a child after school, parents will be given at least 24 hours notice.

The school will involve outside agencies where a programme of school intervention has proved ineffective with a pupil.

There may be very rare occasions when, in the interests of safety and welfare of an individual pupil or others, a member of staff will need to use physical restraint. Corporal punishment is forbidden.

EXCLUSIONS

Exclusion from school is to be avoided if at all possible. In making exclusions the Headteacher or Deputy Headteacher will follow the guidance set down by the LA.

Following any period of fixed term exclusion, the pupil will only be readmitted after a meeting chaired by the Headteacher or Deputy Headteacher and attended by the pupil with his or her parents. Expectations of future conduct will be agreed and it may be that the pupil's behaviour will be monitored on a daily report.

The ultimate sanction of permanent exclusion from school will only be used in exceptional circumstances. It may be appropriate either when there has been a single extremely serious incident or when there has been a pattern of unacceptable behaviour which has not been modified by all reasonable attempts made by the school working with the support services. Permanent exclusion should only be considered when the quality of education or the safety and welfare of the school community is threatened, when school rules have been consistently and flagrantly flouted or when physical or verbal violence has been used.

2. WHOLE SCHOOL ETHOS/EXPECTATIONS

As a school we believe that our excellent staff / student relationships comprise the best behaviour management strategy we could employ. As a school we recognise the importance of positive behaviour on teaching and learning and our all round nurturing environment helps support pupils from a variety of backgrounds and cultures. Along with the positive approach, clearly defined consequences and rewards are important. In addition, well prepared and stimulating lessons where the students are aware of the lesson purpose help to secure good standards of behaviour. This Behaviour Policy, therefore, is designed to respond to the occasional instances of inappropriate behaviour that will still occur.

At Ridgeway, we have high expectations of work and behaviour and expect pupils to follow the Code of Conduct. We believe that everyone has the right to learn and teach in an environment that is free from rudeness, disrespect and insolence. We also believe that any reasonable request from an adult in school should be followed.

We encourage:

- Positive approaches to learning and behaviour, valuing the contributions of all.
- Our children to take pride in their work, their appearance and their school.
- Our children to develop self-discipline so that they may practise appropriate and acceptable behaviour.

RESPECT AT RIDGEWAY:

GIVE IT OUT – GET IT BACK

At Ridgeway, we expect pupils to:

- Keep the Code of Conduct so that they can learn
- Wear their uniform proudly and correctly.
- Show respect to other pupils, teachers and the public by speaking and acting politely.
- Receive respect from others.
- Treat our buildings, grounds and equipment with respect and do nothing to spoil them.
- Represent our school well when they are in the community.

CODE OF CONDUCT

At Ridgeway Academy, we expect pupils to:

- Arrive on time for lessons moving quietly and gently, walking calmly around the school. Pupils are expected to keep to the left in corridors and on the stairs, open doors for others and stand back to let others pass by safely.
- Bring the correct equipment to lessons including books, organisers, homework and any other required items. Mobile phones are to be left in the office before morning registration for safe-keeping.
- Respect yourself, peers and adults by listening to each other and demonstrating teamwork. Concentrating while the teacher talks to the whole class, or when other pupils are sharing their ideas. Treat others how you wish them to treat you.
- Have high expectations of yourself and others by always striving to be the best you can be. Aim high in each and every activity to take part in and encourage others to do the same. Never settle for OK!
- Allow the teachers to teach.

A simplified version of this is displayed in all classrooms and regularly referred to in assemblies.

3. PRAISE AND REWARD SYSTEM

We believe that effective sanctions only limit behaviour but praise and rewards change it. The majority of our pupils work hard and behave responsibly. We strive to reward their hard work, progress and positive attitude in a number of ways:

- Positive feedback from staff through verbal or written praise and encouragement.
- Appointing monitors, prefects and buddy mentors.
- Holding elections for School Council and House Captain positions

- School Council.
- PE Leaders
- House system, including awarding house points and certificates for achieving or exceeding expectations and participation in whole school events such as cross country, whole school sporting events, arts festival.
- House reward time
- Awarding 'caught you' cards.
- Celebrating achievement in key stage assemblies and a weekly achievement assembly.
- Termly and annual awards – shields and cups. Further information on these is held in the staff handbook.
- Termly reward afternoon/days (if High 5's consistently achieved)
- Praise postcards from the Headteacher.
- Phone calls home
- Displaying work

Ridgeway Academy praises both effort and achievement using house points. Whilst we recognise that children are responsible for their own actions and should be proud of doing the right thing, we reinforce positive behaviour by rewarding pupils at the end of each half term. These may vary from free time, BBQ, games day, reward trip etc dependent on house points/high 5 (code of conduct) record.

4. SYSTEMS FOR MANAGING BEHAVIOUR – INTERVENTIONS AND STRATEGIES

We all have the responsibility to ensure that the same expectations of behaviour exist out of the classroom – in corridors, on the playground – and plan for this.

Systems are in place to manage behaviour around school, out of the classroom including duty staff rota with guidelines, attendance of all staff at assemblies, health and safety guidelines published through posters throughout the school indicating how to move around safely.

The generic rules and boundaries in place at Ridgeway are usually sufficient to manage the needs of the majority of pupils in the majority of situations. There are guidelines in the staff handbook on:

- Behaviour strategies
- Planning for good behaviour
- Managing movement around the school (EXIT permits)

BEHAVIOUR STRATEGIES: THE COLOUR CODED APPROACH

In order to support staff in their management of behaviour, a colour coded system has been created. This gives staff a graded system of strategies and the use of these will depend on the nature of the behaviour we wish to address. **All pupils are expected to follow any reasonable request from an adult in school.**

GREEN AND YELLOW strategies are to be used by the class teacher for low-level disruption.

BLUE strategies involve the next level of management, along with parents, and are to be used for persistent disruption to the lesson or refusal to follow instructions.

RED strategies involve senior management and are to be used for more serious behaviours.

The general rule of: **Praise – Warn – Move – Remove**, should maintain consistency through the whole school

Green Strategies:

Jolly along/encouragement/refocus pupil using questions (How's it going? Do you need help?)
Use pupil as group leader
Positive interaction (Well done to those who...), works well when used with physical proximity
Reminder of rules: Verbal (At Ridgeway we...), visual cue (point to rules, rise eye brows etc.)
Remind pupil of previous good conduct (You concentrated well last lesson...)
Reprimands: Private (get down to level of pupil, maintain eye contact), public (change tone of voice, use of volume etc).
Use of merit/house points
Acknowledgement and redirecting (Pupil: But I was just... Teacher: I realise that, you may do it later, right now I need you to...thanks)

Yellow Strategies:

'You have been given a reasonable request....'
Choices (Teacher: You need to choose to... otherwise you will be choosing to...)
Peer support
Move seats/grouping/tables etc
5 minutes time out (must have reflection time with teacher; why, apology) **PUPIL MUST BE MADE AWARE AT THIS POINT THAT IF BEHAVIOUR DOES NOT IMPROVE THEN THE NEXT STEP WILL BE FOR THE CHILD TO BE REMOVED FROM THE CLASSROOM WHICH WILL RESULT IN THEM BEING ISOLATED FOR 24 HOURS. IF A CHILD REFUSES TO WORK OUTSIDE THE CLASSROOM THEN SLT/KS MANAGER TO BE CALLED**
Ignore secondary behaviour
Praise others (exemplify behaviour)
Private discussion after lesson
Part loss of free time
Inform Class Teacher
Record on pupil engagement tracker (if deemed necessary)

Blue Strategies:

Inform KS Manager/KS pastoral manager
Loss of free time e.g. break/lunchtime detention
Modify teaching approach (visual, kinaesthetic etc)
Discuss with SENCO (possible TA support/differentiated work)
Increase teacher attention (reward the positive – listened carefully = 5 minutes of teacher's time)
Mentoring time
Circle time
Contact Parents: phone call (teacher), letter (head of year), meeting (all concerned)
School report – targets set - monitored by CT
Home/school link book
Reward system at home
Record on pupil engagement tracker

Red Strategies:

Inform Assistant/ Deputy/Head
Work outside room
Exit from room to Senior Management

After school detention
 SENCO/Class teacher to write IBP – monitored by CT
 Outside agency involvement (A&I LST, BST, EPS, CCD, PRU etc.)
 PSP – targets set monitored daily by CT, fortnightly by SENCO
 Work in isolation **(24 HR ISOLATION IF DUE TO REMOVAL FROM CLASSROOM)**
 Part-time schooling (PSP only)
 Parents to be invited in to class (if appropriate)
 Fixed term exclusion

IF A MEMBER OF STAFF HAS PROGRESSED THROUGH THE GREEN, YELLOW AND BLUE STRATEGIES, AND A PUPIL HAS HAD TO BE REMOVED FROM THE LEARNING ENVIRONMENT, THE PUPIL WILL HAVE AN AUTOMATIC 24 HR ISOLATION. THIS ALSO INVOLVES A CHILD REMOVING THEMSELF FROM A LESSON WITHOUT PERMISSION FROM THE CLASS TEACHER.

5. DEALING WITH UNACCEPTABLE BEHAVIOUR

When pupils fall short of what we expect, any sanction given should be commensurate with the unacceptable behaviour.

Pupil Engagement Tracking

SIMS is used as a means of recording incidents of unacceptable behaviour. Recording on SIMS is not a punishment in itself – merely a means of logging an incident so the next steps are evident.

- Issues occurring in the classroom in lessons need to be dealt with in the first instance by the **member of staff teaching the lesson**. These include shouting out, calling out, etc.
- More serious issues – or persistent disruption – resulting in a need to record on SIMS need to be dealt with in the first instance by **Class teacher/ Head of Faculties** – and action taken recorded on SIMS.
- Anything serious enough to result in a pupil being EXITED from a classroom needs to be referred straight to the Head of Faculties, pastoral team or SLT and the appropriate action will be taken (see above).
- Anything related to homework, equipment or organisational issues needs to be dealt with through the subject teacher.
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Pupils who are recorded on SIMS due to unacceptable behaviour are a small minority of the pupils in school.

The following guidelines are followed by staff to ensure consistency: **(PLEASE REFER TO BEHAVIOR STRATEGIES TO UNDERSTAND WHEN A RECORDING MAY BE MADE)**

In some situations, ‘reasonable adjustments’ need to be made in accordance with the SEND Code of Practice 2014.

Expectations	Acceptable reasons for no sanction and support given.	Sanctions and actions
Reasonable request	Within 30 seconds	Loss of free time if not followed within 30 seconds. If defiance continues the sanction could lead to isolation or

		even exclusion.
Uniform: All pupils in full uniform. Tie, black shoes, white shirt tucked in. 1 band, stud ear rings and a watch allowed. No body piercings.	A letter from parents or a note in the planner giving reasons. Class tie available for the day	Challenged on arrival. Send to pastoral office. Pastoral team will lend items if required and contact home if necessary. Persistent = parents contacted immediately to rectify situation. Any refusal results in isolation and parents contacted immediately.
	Letter states an extended period of time with no uniform.	Form teacher to hold break detention
PE kit: School red or blue top. Blue shorts Red or white socks A child with a small injury or illness still needs their kit. They will take part in the lesson in another role.	Extreme injury: Child unable to get changed. Lost PE kit with a note.	1st time: Kit warning. Sticker in the planner. 2nd time: Loss of break time 3rd time: PE teacher contacts home. Further intervention required – pastoral team to support
Equipment: Pen, pencil, rubber, ruler, sharpener.	Support: Each classroom has a room pencil case which is lent out for that lesson only and given out at the end of that lesson.	1st time: Equipment warning. Sticker in planner. 2nd time: loss of break time. 3rd time: Form teacher contacts home and records on SIMS. Further intervention required – pastoral team to support
	A letter from parents stating the intention to buy later in that week etc.	Form teacher checks that this action is taken.
Planner	A note from parents stating the intention to find the planner or buy another one.	No sanction
	No reason given	1st time: contact parents 2nd time: loss of break time 3rd time: letter home asking for a replacement to be bought. Further intervention required – pastoral team to support
Late for a lessons	If you keep a child back in a lesson write it in their planner so that the next teacher knows.	Make up the learning time in the pupil's own time. This can be made up for example at break time or a teachers discretion. We give 24hrs notice for after school detentions.
Late to school	Pupils will not be classed as late if the bus is delayed.	Pupils receive a lunchtime detention on the day of being late.

	There may be reasons why a child is regularly late and we need to support and understand that.	On the third occasion, the pupil receives an after school detention – this automatically triggers an attendance report card End of each half term: Parents are informed of the total time that their child was late. After 2 nd half term the second letter invites parents into school to meet Pastoral team/AHT/DHT.
Corridor expectation Walk sensibly Eat outside or in annexe Be polite and quiet Respect other peoples space and things Ensure you are on time Keep our space tidy	None	1 st time verbal warning. 2 nd time SLT/HOF lunch detention and recorded in lunchtime engagement folder. Repeat offense – follow lunchtime engagement tracker.
Defiance	Teacher must follow colour coded approach and have given the child every opportunity to make the right choice e.g. time. If this is not followed then the sanction will not stand	If the child has reached red – 5 lessons isolation and parents involved. If this colour has not been reached then some kind of discussion/restorative justice with the child needs to take place.
Rude to staff	None	1 st time offence loss of free time led by subject teacher and recorded on SIMS (send to form and AHT) 2 nd time offence (in same subject) as above and contact parents 3 rd time offence (in same subject) as above and meeting with parents arranged and pastoral team invited. Pastoral team perform a review of that child in that subject. Further intervention to be agreed. AHT involved if reoccurrence of behaviour.
Abusive language (swearing) directed at peers in a lesson	None	Depending on severity and frequency of this behaviour. Varying from loss of free time to isolation or exclusion. All will require parents to be contacted

Abusive language (swearing) out loud	None	As above
Abusive (swearing) language directed at adults		1 st time offence – 5 lesson isolation (or exclusion depending on severity) and parents involved Repeat offence – exclusion (letter sent) and parents involved
Violence to peers	Self defence	This will depend on the extremity of the violence. Sanctions vary from loss of free time, to exclusion.
Violence to staff	None	Exclusion and further intervention required
Damage to property	Accidents do happen!	If deliberate, letter home and property repaired with parents compensating for the cost.
Mobile phones	School policy states for pupils not to bring in their mobile phones. If a child chooses to bring in a mobile phone it must be kept in their locker and turned off or given into reception.	Confiscated and parents collect
Bringing in a weapon or other illegal items to school	None	Exclusion (up to and including permanent)
Electronic devices in school	Agreed time to bring in	Confiscate and parents collect

THE LODGE

The Lodge will be used to help support pupils who have been identified as vulnerable. This could be socially or academically. A member of staff is employed to help the smooth running of the Lodge and will engage these pupils with stimulating activities that will develop skills such as social, learning behaviour etc...

SANCTIONS

These are included in the colour coded behaviour strategies.

- Verbal warning
- Move seats
- Loss of free time e.g. lunchtime detention
- Time out – exit from class
- Contact parents – through homework planner/telephone call home
- After school detention
- Report card
- Work in isolation
- Part time schooling (through Pastoral Support Plans only and with the agreement of the parents)
- Fixed term exclusion

- Permanent exclusion

The following three conditions must be met to ensure that the punishment is lawful:

- The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the headteacher
- The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of a member of staff
- It must not breach any other legislation and it must be reasonable in all the circumstances

If parents have a problem with any aspect of the school behaviour policy, or take issue with a sanction as imposed, they should be directed to complain through the school's normal complaints procedure.

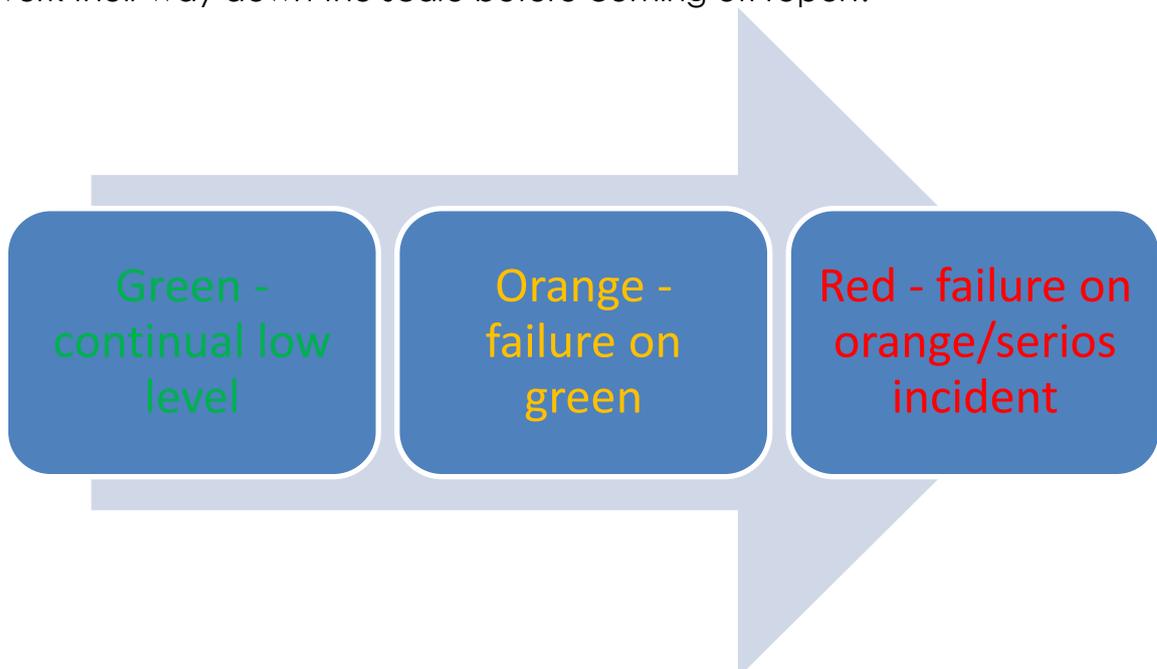
Pupils' conduct outside the school gates

Subject to the school's behaviour policy, a teacher may discipline a pupil for:

1. Any misbehaviour when the child is:
 - Taking part in a school-organised or school-related activity
 - Travelling to or from school
 - Wearing a school uniform
 - In some other way identifiable as a pupil at the school
2. Or for misbehaviour at any time that:
 - Could have repercussions for the orderly running of the school
 - Poses a threat to another pupil or member of the public
 - Could adversely affect the reputation of the school

REPORT CARDS AND/OR BEHAVIOUR LOGS

Where a pupil does not respond to strategies and is in receipt of a number of recordings on the engagement tracker, they will be put on report. This is at the discretion of the Head of Faculties and Pastoral team in discussion with class teachers. Parents are involved at this point, targets agreed and a report card set up. This is carried to every lesson and rewards and sanctions determined by whether targets have been met. The school follows a colour system depending on the individual. Pupils can be moved along the scale depending on their progress. A pupil must work their way down the scale before coming off report.



PASTORAL SUPPORT PLANS

The small minority of pupils who do not respond to these measures will be placed on a pastoral support plan, under the control of the SENCo/AHT.

A PSP is a 16 week programme designed to modify a child's behaviour and to prevent them from being excluded (either fixed term or permanently.)

PSP's are run by the LA and have strict guidelines that must be adhered to. This is to ensure that everything is done to support the pupil in school. It will involve outside agencies (Behaviour Support Team, Educational Psychology Service, Integrated Service for Looked After Children amongst others.) PSP's are usually monitored by the SENCo and Class Teacher, but should the school request it, they can be run by the EPS or BST.

During the 16 weeks the pupil, parents, SENCo, agency involved, class teacher and occasionally head teacher meet fortnightly to set and review targets to improve behaviour/performance in school.

The PSP cycle can be repeated up to 4 times.

Roles and Responsibilities (PSP):

Class teacher:

- Responsible for the day to day monitoring of the report card (during registration time in the afternoon is ideal). This will ensure that any incidents can be dealt with quickly rather than waiting until the SENCo sees the card.
- Chair fortnightly meetings with the report card from the previous two weeks. The Class Teacher can then be actively involved in a) setting relevant targets and b) arranging the next meeting at a time most convenient to themselves.

SENCO:

- Responsible for keeping paper work up to date, including circulating minutes from PSP meetings.
- Liaising with carers should the pupil be in the Looked After System.
- Liaise with outside agencies with regards to suggested strategies and interventions. (EAL, SEN, LAC, pupils and parents)
- Chair 6 weekly review meetings.

Outside Agencies:

- Become involved with pupils as requested by the SENCo.
- May attend initial PSP meeting and 6 weekly review meetings (and fortnightly meetings if appropriate.)
- Offer support and intervention suggestions to the school.

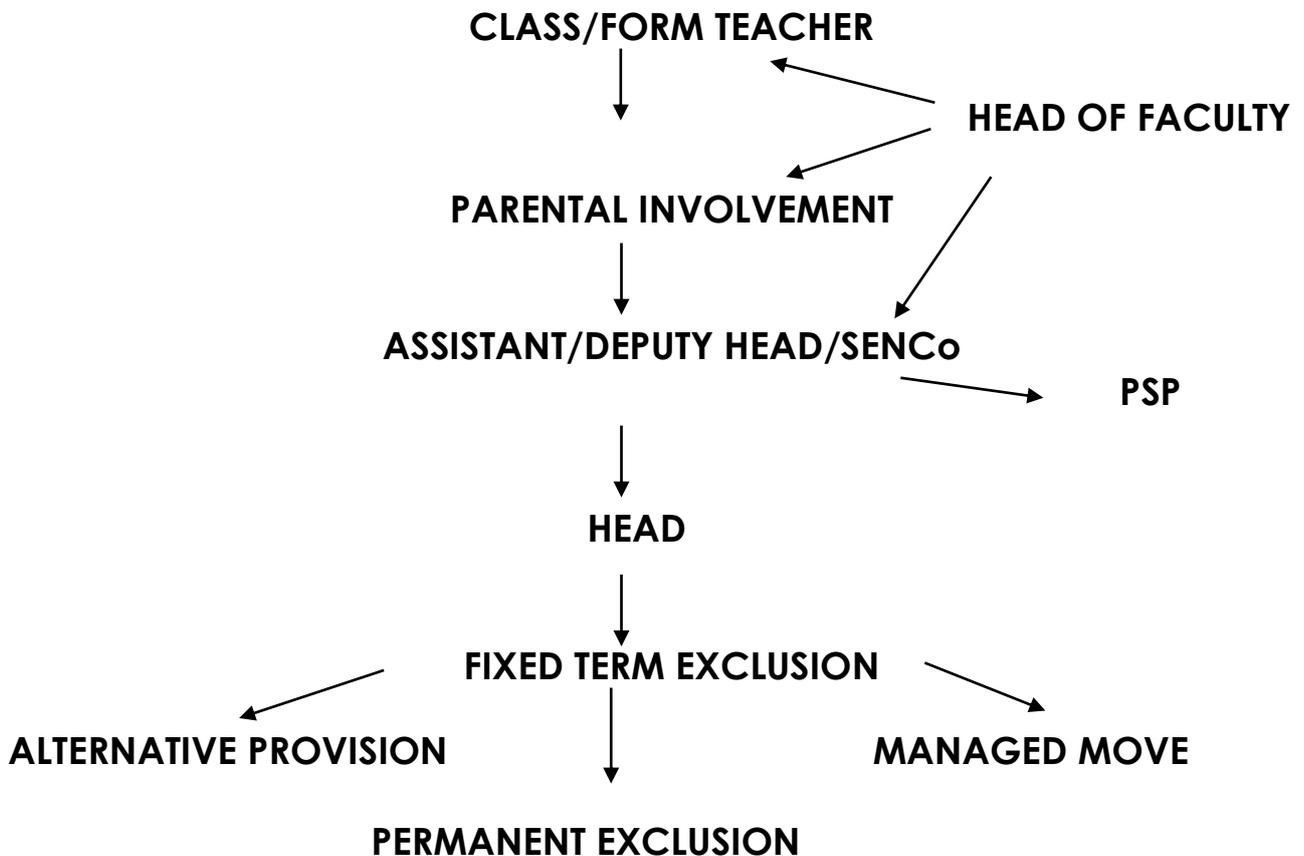
EXCLUSIONS

Where a range of strategies have been used and the pupil's behaviour continues to be unacceptable, external exclusion may need to be considered as an option. The Headteacher decides, based on the evidence available, on such action. Local Authority guidelines are followed at all times.

A PUPIL CAN BE EXCLUDED FOR NO MORE THAN 45 DAYS IN ANY ONE ACADEMIC YEAR.

At all times, it is important that the class teacher is kept informed of procedures.

BEHAVIOUR MANAGEMENT PROCESS



ABBREVIATIONS USED IN TEXT

IEP	INDIVIDUAL EDUCATION PLANS
SLT	SENIOR LEADERSHIP TEAM
KS	KEY STAGE
SENCo	SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR
EPS	EDUCATIONAL PSYCHOLOGY SERVICE
BST	BEHAVIOUR SUPPORT TEAM
LA	LOCAL AUTHORITY
PSP	PASTORAL SUPPORT PLANS
PRU	PUPIL REFERRAL UNIT
SMT	SENIOR MANAGEMENT TEAM

RIDGEWAY ACADEMY WILL :

- provide a balanced curriculum which meets the individual needs of pupils
- involve you in school life through regular newsletters, the school internet site and letters home
- give progress reports and arrange parent evenings
- maintain a safe environment
- set high expectations of all pupils' behaviour and work
- contact parents when a problem occurs e.g. attendance, punctuality or behaviour
- nurture an atmosphere of mutual respect and tolerance in which all members of our school community can flourish and achieve their potential

Signed (Form Tutor):

THE FAMILY/PARENTS WILL :

- ensure pupils arrive punctually at college by 8:25 am
- encourage full attendance avoiding holidays in term time
- arrange routine medical and dental appointments outside the school day
- support school policies on discipline, bullying etc
- let the school know about anything which might affect pupils' work or behaviour
- support pupils in homework and other opportunities for home learning
- attend parents evenings days to discuss pupils' progress
- do everything possible to help pupils achieve the best results and to fulfil their potential

Signed (Parent/Guardian):

I WILL :

- be punctual and aim for 100% attendance
- bring all the equipment I need each day
- wear appropriate clothing
- fulfil all homework meeting deadlines
- show respect for myself, for other people and for the school environment
- get the best results I am capable of and achieve my potential
- comply with reasonable requests from members of staff

Signed (Pupil):

MOBILE PHONES ETC

Ridgeway Academy recommends that all students leave their mobile phone and other electrical gadgets at home. If they do choose to bring this equipment into school they must realise that they are responsible for its safety and they must be switched off and kept in locked lockers throughout the school day.