

Behaviour Policy

Adopted by the Board of Trustees

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Trustee Reviewers: PDBW Board

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1. General Data Protection Regulations



This policy has been reviewed in accordance with the General Data Protection Regulation (GDPR), which will replace the Data Protection Act 1998 from 25th May 2018. The introduction of GDPR has resulted in changes to many existing data protection rules and regulations that educational establishments adhere to. The Evolve Trust has undertaken a full data protection audit and have ensured that appropriate changes that have been made to data protection rules and regulations have been adhered to in full. The Evolve Trust has carried out all additional compliance requirements and fully accepts their duty of care to ensure individuals' data is kept safe and secure, resulting in increased compliance in our systems, processes and policies.

2. Aims of the policy

At the Beech Academy we believe that respect, good manners and positive behaviour are important in creating a happy and caring environment. We aim to promote making positive choices for all students and to help students develop the necessary skills to understand and manage their choices and understand consequences so that they can become responsible members of the school and wider community. We also believe that for some students the fundamentals of positive behaviour may have to be explicitly taught. This is especially the case for students on the autism spectrum who may not easily acquire the social understanding necessary for positive behaviour.

Students learn best in an environment that has high expectations of them and where they feel both respected and safe.

3. Principles of the Policy

This policy is written and should be read in line with the Academy's policies for:

- Teaching & Learning;
- Anti-Bullying;
- Safeguarding;
- Exclusions;
- Attendance;
- Drugs and;
- Uniform;

4. School Ethos

The school is very enthusiastic about maintaining a positive ethos amongst staff and students throughout the time the students are in our care. Much emphasis is placed on the following Core Values-

- Ambition
- Integrity
- Inclusivity
- Endeavour
- Resilience

RESPONSIBILITY FOR CLIMATE FOR LEARNING

- All staff i.e. teachers, teaching assistants, kitchen staff, midday supervisors, administration staff and the caretaker have a collective responsibility for modelling and teaching expected behaviour and for discipline throughout the school.
- Tutor teams have a key role in, and responsibility for, the positive behaviour of students in their classes, they should receive as much support as possible from other staff and the Senior Leadership Team in carrying out their responsibilities.
- Half-termly meetings between tutor teams, the Individual Needs Coordinator and Behaviour

and Attendance Co-coordinator with a focus on pupils' behaviour and attendance and identify strategies and approaches for individual pupils.

- Senior staff will also analyse the incident log regularly to identify patterns and trends that will inform policy and practice in the longer term.
- At break times, all duty staff should be prompt and vigilant. During wet breaks, students are supervised by the tutor team in their form room and lunchtimes students are supervised by the member of staff on the lunchtime club either in the hall or in classrooms. SLT and the behavior co-ordinator support on corridors and ensuring all students are supervised in a club.
- Tutor teams have responsibility to develop and monitor, with support, individual behaviour management plans where these are needed for students. These will be communicated with parents/guardians and SLT.

5. Behaviour Blueprint

At the Beech Academy, we strive for excellence and this is underpinned through a consistent application of our values from the staff and at the academy. It is a basic expectation of our staff to apply these values and behavior and he is a basic list of how the behaviors are matched to our values, which students will demonstrate. We demand excellence and these will be seen as part of the DNA of Beech.

DEMAND EXCELLENCE - THE BEECH ACADEMY BEHAVIOUR BLUEPRINT for ALL our Stakeholders

DEMAND EXCELLENCE – A BEHAVIOUR BLUEPRINT for ALL our stakeholders	
Value	Behaviour Consistencies
AMBITION	<p>Learn, improve and succeed</p> <ul style="list-style-type: none"> - We take pride in our appearance/uniform and are proud to be at the Evolve Trust - Beech Academy - We reinforce the 'Beech Way' with our staff and students at all times - We have high expectations and do not accept excuses - We challenge behaviours that are not aligned with our values - We support our students and staff to be leaders so they develop their self-confidence and expertise - We provide role models so pupils and staff aspire to reach new heights - We plan a curriculum and lessons to ensure all pupils achieve their potential
INTEGRITY	<p>Be the best version of ourselves</p> <ul style="list-style-type: none"> - We apply our routines and rituals consistently so the sites feel calm and purposeful - We are honest in the feedback we give to our students, staff and parents - We demonstrate we are all learners and do not have all the answers - We are a team - we back and support each other always - We give our best always, we take responsibility and we find solutions together. - Excuses have no place in our culture - We question actions inconsistent with our value

ENDEAVOUR	<p>Committed, effort and dedication</p> <ul style="list-style-type: none"> - We work hard, support each other and provide any extra support our community needs - We take responsibility for our own behaviour, learning and development and aspire to be better in all we do - We do not stand still! Change is coming so we innovate and collaborate with others... teamwork makes the dream work! - We go the extra mile - We model the behaviours that we wish to see in all our stakeholders - We are organised and ready to learn - Problems don't exist, they are merely obstacles that we find solutions for and solve together
INCLUSIVITY	<p>Leave no one behind</p> <ul style="list-style-type: none"> - We respect each other and our environment - We ensure all our community demand excellence and have ambitious futures - We support others and put the Evolve Trust Values at the centre of what we do We contribute and take a lead role in the development of ourselves and the Academy
RESILIENCE	<p>Turn 'I can't into I can'</p> <p>We learn from failure and go again</p> <ul style="list-style-type: none"> - We challenge ourselves to bounce back when things don't go to plan - We don't dwell on the past but strive for a better future - We see things through, even if it is going to take a long time to achieve - We find things 'we' can do - We remove barriers

The Beech Academy Way



DEMAND EXCELLENCE - THE BEECH ACADEMY WAY

PREPARED TO LEARN

- Be punctual to one-ups after break and lunch
- Wear the school uniform correctly
- Bring the right equipment needed for school

BEHAVIOUR IN CLASS

- Follow all instructions
- Don't disturb the learning of others
- Work hard and show resilience

BEHAVIOUR OUT OF CLASS

- Show respect and be kind to all
- Respect the school environment
- No mobile phones

ON SCHOOL TRIPS AND IN THE COMMUNITY

- Behave in a manner which represents the school at its best
- Be polite and use your manners to all
- Be responsible and stay safe

AMBITION | INTEGRITY | INCLUSIVITY | ENDEAVOUR | RESILIENCE

the
evolve trust
Ambitious Futures

6. Enrich and Equip and the Graduated Response

At the Beech Academy, we offer Enrichment activities for pupils throughout the year but also daily. Tutors/staff lead these for year groups and stage groups. Pupils have to:

- Earn 6 out of 8 ticks at least to achieve their enrichment slot at the end of the day
- If pupils do not achieve this, they complete restorative work with a member of staff attached to that team as tomorrow is a fresh start
- This is recorded on SIMs
- Behaviour strategies used for need-based reasons are absolutely fine but these need to be recorded on SIMs as behavior note.
- If a pupil does not achieve enrichment twice in one week, the tutor team need to contact home
- If this is repeated over the course of a half term, parents are to be invited in to meet the tutor team to discuss the concerns
- If the above fails, SLT are there to support, which may include isolating the pupil from the cohort

7. Rewards

At the Beech Academy, we believe that ALL children are motivated to learn by praise, reward and celebration of achievement. Students should always be commended for good behaviour. Staff should recognise students' special achievements and share such information with other colleagues. Comments should be logged on SIMs to allow monitoring of positive points.

8. How the Beech Academy rewards positive behaviour

The following are categories on SIMs where positive points/comments can be recorded. We have aligned these with our core values and every lesson a pupil can be rewarded 1 point for each of the core values, to a maximum of 5.

There is also the facility to add additional points for showing the core values at other times during the school day.

The celebration of this positive behaviour will be made in the following ways-

- Tutors monitoring the progress of achievement points and sharing this with students.
- Phone calls made to parents to provide praise.
- Well done postcards/letters sent home for effort and achievements.
- Star of the week within tutor groups
- End of week assemblies focusing on leader of the week nominations and core values winners
- End of term assemblies for celebrating the term's successes.

9. Restorative Practices

The Academy has adopted a restorative approach to managing behaviour. This approach relies on positive relationships and a willingness for all members of our Academy to talk through problems that may arise. In line with this practice we do not have sanctions, but pupils may be asked to outright the impact of their behaviour.

How staff would expect it to be, they use restorative approaches to behaviour modification.

Restorative practices are about;

- Changing behaviour not punishing
- Adults modelling restorative approaches
- Proactively teaching prosocial skills
- Finding ways to repair harm Traditionally academic and behaviour errors have been viewed and treated differently

Academic Errors	Behaviour Errors
Errors are accidental	Errors are accidental
Errors are inevitable	Errors should not happen
Errors signal need for teaching	Errors should be punished
Students with learning difficulties need modified teaching	Students with behavioural difficulties should be punished

Under a restorative practices approach, challenging behaviour should be viewed as a mistake in the same way as a mistake in a piece of work – these are not punished, pupils are supported to put them right.

Staff can use 6 key questions to support conversations following an incident;

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think needs to happen next?

10. How the Beech Academy monitors inappropriate behaviour?

Behaviour/Achievement is monitored via SIMs package.

Staff should record the most appropriate behaviour points/comments for any one incident and not link several different points/comments together for one incident.

Tutors will monitor the behaviour of their tutor group with parents being informed by diary, letter, email or telephone of their child's behaviour where appropriate. Parents play a vital role in behaviour

for learning at The Beech Academy and we pledge to keep parents informed should their child be giving cause for concern.

We have a consistent message of celebrating diversity, and the way in which we are all different. At the Beech Academy we define bullying as something done repeatedly with the intention of causing harm and/or distress. It covers all types of bullying including name-calling and emotional abuse or intimidation for any reason including special educational needs and/or disabilities, appearance, race/religion/culture, sexual, sexual orientation, gender identity or being a young carer. We also work to prevent cyberbullying through the curriculum and assemblies.

11. Consequences of poor behaviour

The use of restorative practices enables pupils to put right the impact of their behaviour. The ability to reflect on incidents and develop self-awareness and self-control form core parts of our tutor time circle activities, ELSA work and other pro-active interventions. In extreme cases, the use of a fixed term exclusion or internal exclusion may be required to allow time for reflection and for arrangements to be made to meet the needs of pupils.

12. Physical Interventions

To ensure that a safe and nurturing environment is maintained for all individuals at the Beech Academy it is sometimes necessary to intervene physically. Teachers and teaching assistants are trained, regularly updated and authorised in using techniques to prevent a student from harming themselves or others or from seriously damaging property. In all cases, physical intervention will be used only when all other methods have been exhausted. All incidents when physical intervention is used are recorded and parents informed. There is also a debrief for staff involved to review practice and ensure relationships between staff and pupils repaired.

13. Serious Outbursts/Incidents

If a student's behaviour is presenting a possible risk to the safety of themselves or others, then the student may need to be isolated to calm down. On these occasions, a member of SLT may become involved. If the student is non-responsive to calming or containment strategies or where the outburst is ongoing, then a member of the SLT will become involved and the parent / carer will be contacted. Risk assessments will be put in place for those students who present extreme challenges and this will link directly to their personal behaviour management plan. All staff will be made aware of the risk assessment and its contents

14. Exclusions

Please see exclusions Policy