



## Behaviour Policy

At ID Academy all of our pupils are encouraged to become the best they can be in a friendly, safe and nurturing environment. Our commitment to learning ensures that our dedicated and caring school is constantly striving for improvement and excellence in all aspects of school life.

Pupils are supported through clear expectations, and are encouraged to become confident, independent learners who make a positive contribution. We have a shared belief that everyone is equal, everyone matters and that learning should be engaging and enjoyable.

### Aims:

- To ensure that all members of the school are aware of the expectations of behaviour at ID Academy
- To define what is acceptable and unacceptable behaviour
- To clarify how we promote positive behaviour through rewards and deal with unacceptable behaviour through sanctions
- To ensure that our behaviour policy is applied consistently across the school.

### Through our policy we will:

- Promote positive attitudes in pupil's towards behaviour, learning and progress both in and out of the classroom
- Promote and support our school, incorporating fundamental British Values
- Encourage pupils to take responsibility for their own behaviour to ensure they are sensible, trustworthy and polite
- Promote self-esteem and implement strategies to support those who may need a little extra help to achieve the high standards of conduct and behaviour we expect
- Aim to build positive working relationships with parents, carers and others to involve them in the implementation of the school's behaviour policy.

### Expectations of every pupil include:

- Adopting a positive attitude to learning and achievement
- Working to the best of their ability and allowing others to do the same
- Acting sensibly at all times in a safe and responsible manner
- Treating each other with tolerance, kindness, patience and humility
- Listening carefully when the teacher or another pupil is talking
- Doing as they are asked by any member of staff first time, every time
- Behaving courteously to all
- Dressing appropriately



- Respecting the school property and that of others
- Being prompt and punctual to school and lessons
- Being fully prepared, with all necessary equipment, for all aspects of school
- Having excellent attendance at all times reasonably possible.

#### **Expectations of staff include:**

- Knowing the policy and applying it in a consistent manner
- Having high expectations of pupils in terms of behaviour and striving to ensure that all pupils work to the best of their ability and enable others to do the same
- Taking responsibility for the behaviour in the classroom and having a corporate responsibility for the behaviour around school
- Being observant and creating a positive learning environment which facilitates good behaviour
- Challenging and reporting behaviour that raises concern and giving additional support to pupils where required.

#### **Expectations of parents, carers and others include:**

- Working in partnership with the school to maintain high standards of behaviour
- Ensuring children receive consistent messages between home and school
- Supporting the school in the use of reasonable sanctions as outlined in this policy
- Informing school immediately if they have any concerns about their child's welfare
- Liaising with their child's teacher to ensure all concerns are addressed.

'Working Together For Good Behaviour In Schools' is a helpful document for parents, carers and others available on the following website:

<http://publictaions.teachernet.gov.uk/eOrderingdownload/DCSF-00960-2009.pdf>

#### **What does good behaviour look like?**

- Showing respect to yourself, each other and the environment
- Being polite and honest
- Listening carefully
- Taking responsibility and making the right choices
- Keeping your hands and feet to yourself.

#### **How do we encourage good behaviour?**

It is important that pupils are recognised and acknowledged when they meet expectations and are rewarded for sustained effort and contribution to the life of the school. This will often be given very effectively in the form of a smile, word of encouragement, sticker and positive comments.



## **How do we discourage behaviour which does not meet our expectations?**

Our aim is to be clear, consistent and fair when a pupil does not meet our expectations. We will use a range of age-appropriate strategies to make the pupil aware of their actions, the impact they are having on other people and the importance of modifying their behaviour.

## **How do we record and communicate behaviour which does not meet our expectations?**

One of the key mechanisms for this policy to work successfully is the importance of recording and reporting behaviour incidents. Whether these are good or bad it is imperative that all staff including parents, carers and others are kept fully informed. If the incident report form (IRF) is not filled in there will be no evidence of the incident having ever happened.

### **Phone calls/ Face to Face meetings**

Details of all phone calls and face to face meetings with parents, carers and others and pupils should be recorded on an IRF.

### **The Headteacher will:**

- Ensure consistency in the application of the behaviour policy across the school
- Ensure that staff understand the policy and procedures
- Challenge non-adherence to the policy or inconsistencies in its application
- Ensure that appropriate training is available
- Support staff in the implementation of the policy
- Be responsible for the day-to-day management of the policy and its systems
- Ensure there are positive strategies in place to help promote high expectations of behaviour
- Work with individual pupils and their families where more support is required and introduce individual behaviour plans or personalized risk assessments if necessary.

### **All Staff will:**

- Know the whole school policy and the specific procedures
- Take responsibility for the behaviour of the pupils in their class
- Listen, support, advise and encourage pupils whenever necessary
- Report issues properly and follow-up actions required
- Liaise with parents, carers and others when required.



## Specific expectations of Staff

ID Academy expects that its staff are confident, calm and have a secure knowledge of the learning needs of the pupils within their classroom. They have a sound subject knowledge, which is up-to-date and relevant. All of their lessons are planned well, stimulating and are structured to engage pupils in their learning so that good behaviour is generated and respect is earned.

### All teaching staff are expected to get the simple things right:

- Arrive before the class and ensure lessons begin on time
- Be prepared for the lesson
- See pupils into the classroom
- Greet the class pleasantly
- Check for absences at the start of the lesson and takes the register
- Keep everyone occupied and interested
- Extend and motivate pupils
- Mark all work promptly
- Set homework regularly
- Ensure that the teaching space is attractive, neat and tidy with interesting wall displays
- Use a seating plan or picture chart if required
- Seek opportunities to praise and reward pupils for good work, attitude, progress and positive learning behaviours
- See the pupils out of the classroom at the end of the lesson /day
- Complete an IRF after any incident, as required.

## Behaviour Checklist for Staff

<b>Classroom</b>	<ul style="list-style-type: none"><li>• Know the names and the roles of any adults in the classroom</li><li>• Meet and greet pupils when they come into the classroom</li><li>• Display the rules in the classroom and ensure that the pupils and the staff know where they are</li><li>• Display the Rewards system in the classroom</li><li>• Know the system to follow through with the rewards and sanctions</li><li>• Consistently follow the school behaviour policy</li><li>• Ensure that the teaching space is attractive, neat and tidy with interesting wall displays</li></ul>
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<b>Pupils</b>	<ul style="list-style-type: none"> <li>• Know the names of the pupils</li> <li>• Have a plan for the children who you have reason to believe are more likely to misbehave – ensure the other adults in the classroom know the plan</li> <li>• Know and understand any pupils with additional needs</li> <li>• Register the pupils and check for absences at the start of each lesson (within first 10 minutes)</li> <li>• Use a seating plan where appropriate</li> <li>• Complete IRF behaviour and praise log system – report all issues fully</li> </ul>
<b>Teaching</b>	<ul style="list-style-type: none"> <li>• Ensure that all resources are prepared in advance</li> <li>• Praise the behaviour that you want to see more of</li> <li>• Praise pupils doing the right thing more than criticising those who are doing the wrong thing (parallel praise).</li> <li>• Differentiate</li> <li>• Extend Motivate and challenge pupils</li> <li>• Set regular homework</li> <li>• Mark all work promptly</li> <li>• Stay calm</li> <li>• Teach the pupils the class routines</li> </ul>
<b>Parents/carers</b>	<ul style="list-style-type: none"> <li>• Give feedback to parents, carers and others about their child's behaviour - let them know about the good days as well as the bad ones</li> </ul>

**We are all responsible for the implementation of our Behaviour Policy; in doing this we can promote high standards of work and create a happy well-ordered, safe and secure environment for all.**



Complete as close to the event as possible.  
Complete IRF record book



Name of Pupil / person:
Name of other people / witnesses involved:
Date of Incident:
Time of Incident:
Location of Incident:

Is this report concerning a (please circle)      Is safeguarding notification required:

Incident:	Yes	No
Accident:	Yes	No
Near miss:	Yes	No

Incident details (please be as factual as possible and include any action immediately taken.)
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Incident Details (continued)

Referral code (tick the box relating to the level of importance you feel this particular incident carries:



Urgent - Potential safeguarding or immediate concern. Inform manager  
Immediately



Concerning - Consideration required as to whether learner is referred for  
behavioural support



Information Gathering - To be filed, brought to management attention and monitored

Completed by:

Signed:

Name printed:

Date:

Received / Actioned by:

Signed:

Name printed

Date:



Written by: S Park, Headteacher July 2018

Review Date: August 2019, August 2020

Next Review Date: August 2021

Authorised by Gordon Quince (Director)

A handwritten signature in black ink, appearing to read 'Gordon Quince', written in a cursive style.