



Behaviour Policy

2023/24

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1. Introduction

- 1.1. Our core value of **Providing Young People with a Brighter Future**, alongside our personal development calendar, underpins our approach to school life.
- 1.2. The principles of restorative practice are embedded into every aspect of school life.
- 1.3. There are regular sessions for staff and students on how to develop resilience, maintain respect and support one another.
- 1.4. Parents and carers have a vital role to play in encouraging good behaviour. For the school policy to be effective, students, parents/carers and staff must work together to help ensure that all students achieve and become successful citizens.
- 1.5. We offer a wide range of support strategies for students who are experiencing difficulties regulating their emotions and behaviours (See Appendix 2).
- 1.6. Every student has a key worker (Form tutor) who is the key point of contact.

2. Aims

- 2.1. To recognise and celebrate being a positive member of the school community.
- 2.2. To support students with strategies to manage their own emotions and behaviours.
- 2.3. To be consistent in behaviour management, using de-escalation and restorative practices.
- 2.4. To communicate with all stakeholders ensuring a consistent approach to this policy.

3. Roles and responsibilities

- 3.1. Senior Leaders in quality assuring all aspects of the school's behaviour policy and its consistent application in daily routines.
- 3.2. All staff are visible around school and modelling positive behaviour to students on a daily basis; ensuring restorative practice is consistently used.
- 3.3. Teaching and pastoral staff in ensuring that classroom behaviour management is robust, and classwork is accessible, challenging and adaptive.
- 3.4. Keyworkers in ensuring that each student gets the personalised attention they need, monitoring the effectiveness of the support documents in place.
- 3.5. All staff in ensuring that the policy is consistently and fairly applied to all, and that good standards of behaviour, attendance and punctuality are modelled and actively promoted at all times. Good behaviour is logged on DoJo and recognised daily. Inappropriate behaviour is challenged, logged on CPOMS and appropriate sanctions implemented.
- 3.6. All staff are to use the SG code email when behaviour cannot be managed within the classroom. If used, the SG code will elicit a response from the Leadership Duty team and inappropriate behaviour will be challenged.

- 3.7. All use of the SG code must be accompanied by a corresponding CPOMS entry.
- 3.8. When reporting this behaviour on CPOMS, the SG category code must be used and the person who responded to the incident must be "alerted" to the report.
- 3.9. If you have responded to an SG call, you must "add action" and write an account of the intervention you put in place.
- 3.10. Parents/carers in taking responsibility for their child's attendance and their behaviour, working in partnership with the school to maintain good standards both in school and in the wider community.
- 3.11. Every student and their parent/carer must attend an induction meeting on entry to the school. This induction process will include seeing this Behaviour Policy document. Parents/carers will be provided with all relevant school information.

4. Code of Conduct

4.1. Student expectations:

- Arrive on time every day
- Do not bring prohibited items to school (discussed during induction meeting)
- Wear full school uniform
- Greet people in a positive, polite way
- Hand in all personal belonging
- Be ready for screening and co-operate with staff
- Engage in positive, appropriate conversation
- Arrive on time to every lesson
- Be respectful and patient
- Listen to guidance and ask for support
- Follow instructions
- Work to the best of their ability
- Interact positively with their peers

4.2. Staff expectations:

- Greet people in a positive, polite way
- Attend daily briefing
- Ensure all lessons and meetings are planned and prepared for
- Ensure the working environment is ready to receive students, parents, or visitors
- Complete all duties on time
- Be ready to greet students at classroom door
- Be prepared and start lessons on time in accordance with the Edison Pace Lesson structure
- Set out expectations and lesson focus, adapting work for all learners

- Use the Descriptions of Need to plan quality lessons, identifying appropriate interventions
- Follow and apply the Marking and Assessment Policy, ensuring students are aware of their own progress
- Recognise positive behaviour with the use of the DoJo rewards system as outlined in this policy.
- Always use restorative approaches
- Dismiss the class in an orderly manner
- Model and monitor a quiet environment

5. DoJo Rewards Framework

Students will receive DoJo points in line with the DoJo framework (See below). These will be logged online and monitored by the Enrichment Lead:

Students are rewarded in every lesson by receiving Dojo points via the class dojo website. A poster is displayed in every classroom with a series of "I" statements allowing the students to take personal ownership for their behaviour and the points they are eligible for.

Students are awarded between zero and six points every lesson, with up to five being awarded for behaviour, and an additional point being awarded for correct wearing of uniform.

DoJo Framework:

0 points

- I didn't turn up to my lesson
- I was in my lesson but I stopped myself or others from learning I stopped the learning in other lessons

1 point

- I came into my lesson, but I didn't stay in for much of it
- I attempted very little work
- I was rude to staff or students or may have sworn at someone

2 points

- I attempted some work
- I left the lesson without permission, but I returned and attempted to work
I was a little disruptive at times, but I apologised and attempted to work

3 points

- I stayed in my classroom for the whole lesson
- I concentrated on the lesson for most of the lesson
- I did most of the work that I was asked to do

4 points

- I did all of the work that was set for me
- I was polite and respectful to all staff and students
- I ignored disruptive behaviour in my lesson or outside

5 points

- I did all of my work to the best of my ability
- I asked for more work or an extra challenge
- I helped others who were struggling

Uniform point

- I wore my uniform correctly at all times

Points are monitored throughout the week with the expectation of three points achieved per lesson. If a student attends full time, it is expected that they will get a minimum of 90 points in order to be eligible to participate in the weekly rewards programme. If a student is on a temporary part time timetable as agreed by school or are unwell, then they will also have their target calculated pro-rata.

6. Weekly communication

- 6.1. Keyworker contacts home twice per week per student.
- 6.2. Keyworkers sends home an example of positive work twice per half term.

7. Positive Behaviour

- 7.1. Positive behaviour is recognised through our DoJo rewards structure and is celebrated during Form Time and throughout each term.
- 7.2. Recognition is also given on other platforms such as our school social media

8. Enrichment Time

- 8.1. There is a dedicated weekly enrichment session when students who have earned DoJo Points throughout the week are given an opportunity to undertake a series of activities either on or off site.
- 8.2. Alongside these planned sessions, we also offer a series of enrichment days throughout the year, which form part of our personal development calendar.

9. Restorative Conversations

- 9.1. Effective restorative conversations are key to self-managing emotions and behaviour and improving relationships. They:
 - help us to reflect on our behaviour and feelings
 - are an opportunity to discuss any underlying issues, worries and concerns
 - should enable us to reflect on other people's feelings and wishes

10. Positive Intervention

- 10.1. Our priority is to ensure the safety of all members of the school community and the calm, orderly running of the school; this means there may be occasions when staff have to physically intervene in a situation. At all times, the government policy as outlined in the document called **DfE reasonable force (2022)** is followed. Positive Handling takes place in line with Team Teach practices which have been authorised by Edison Young People and is recognised nationally as an effective intervention.
- 10.2. On occasions it may be necessary to employ positive intervention strategies which could include a physical intervention. When:
- A student is in danger of harming themselves or others
 - Property is being damaged or about to be damaged
 - Good order is prejudiced
- 10.3. Physical intervention is used as a last resort when all other de-escalation strategies have been exhausted. Only staff trained using Team Teach techniques may employ physical handling strategies.
- 10.4. All staff have a duty of care to intervene if a child is at risk of harming themselves or of harming others.
- 10.5. After a physical intervention, a restorative meeting will take place as soon after the incident as possible. During this meeting an explanation is given as to why the intervention took place. After a physical intervention, the desired outcome would be that relationships are not damaged but through the restorative meeting, may even be enhanced.
- 10.6. All physical interventions incidents are recorded on an online incident sheet (CPOMS). Parents/carers are informed by telephone by a member of staff. In the event that the member of staff cannot make the call they must inform the DSL immediately. The incident sheet is then looked at by a member of the Safeguarding Team and logged. Data around physical intervention is monitored regularly; the DSL (with support from the DDSL) analyse this data to identify patterns of behaviour.
- 10.7. Any student who is positively held regularly will be given a positive handling plan. This will set out the agreed method of physical intervention, and any other de-escalation strategies that could be used. This information is shared with and signed by parents/carers.

11. Suspensions

- 11.1. Only the Headteacher can serve a suspension. In their absence, the designated senior leader may execute this responsibility but only in exceptional circumstances and after a full investigation.
- 11.2. All decisions relating to suspensions will take into account the individual needs and circumstances of the student(s).

11.3. Once a decision to suspend has been reached, the school will provide parents/carers with the following information in writing:

- the reason for the suspension
- the period of the suspension

11.4. Following a suspension a senior member of staff will complete a return to school interview.

12. Additional Support

12.1. An operational leadership duty timetable ensures additional support is available throughout the day.

12.2. There is additional support provided through a therapeutic partner.