



Behaviour Policy

Updated: October 2015

Review Due: September 2016

Signed by:

Values and Philosophy

The policy supports the school's Mission Statement:

To educate, to inspire, to develop and to support.

This policy supports the **Every Child Matters** agenda, by directly focussing in on two of the five main outcomes – **Stay Safe, Enjoy and Achieve**. Without a respectful and calm learning environment, these two outcomes cannot be met.

Our Values/Philosophy:

To improve and develop the lives and opportunities of children and young people in Birmingham through education.

At CUL Academy we believe that effective learning can only take place if there is a calm and respectful atmosphere. Students and staff at CUL Academy must share this belief. This value comes directly from extensive staff and student consultation where the following is recognised:

1. We all learn best in safe environments, where boundaries are clear
2. A positive learning environment leads to positive contributions by all
3. We all respond better to encouragement than punishment
4. We all need good role models
5. Rights only come as a reward for responsibility CUL Academy seeks to create an environment where effective teaching and learning can take place. The principles underlying this policy are based on **respect**:

1. Respect for self

2. Respect for others

3. Respect for the environment Expectations of students All students are expected to follow the widely publicised Politeness and Manners Protocol:

- Greet others respectfully
- Say please and thank you
- Communicate considerately
- Apologise when you should

Students are also expected to follow the Home/Academy Contract:

1. Attend regularly and arrive on time to the Academy
2. Be punctual for lessons and be ready to learn
3. Bring all the equipment I need every day
- 4 Do classwork and homework as well as I can, showing a positive attitude
5. Support the Academy rules and code of conduct
6. Be appropriately dressed wearing only CUL uniform
7. Try to make the best use of the activities and opportunities available to me
8. Leave the room/school equipment as you would wish to find it

Positive Behaviour Policy

Students should also show respect to themselves, others and the school environment by:

1. Being in school uniform
2. Treating the school and its contents with care
3. Helping to prevent and not engaging in any forms of bullying
4. Acknowledging that other peoples emotional and physical well-being should be treated with care
5. Realising that substance "abuse" can never be acceptable, and we are a non-smoking site.

Rewards

Rewarding and praising students are integral to our positive behaviour codes

Praise and rewards are linked to effort, willingness, co-operation, thoughtfulness, personal achievement etc. Rewards are given when effort is:

- Above the standard for that group
- Above the standard for that student
- Consistently good

Types of rewards include:

- Positive comments to class
- Letters or phone calls
- Postcards
- Stamp in planners
- Year/End of term certificates
- Attendance certificates
- Attendance Prize
- Free Time (10-30mins)
- Trophies
- Vouchers
- Praise board in staff room
- Positive behaviour tickets

Behaviour and Rewards points are recorded electronically according to the following criteria:

BEHAVIOUR

UPDATE PROGRESSO WITH ALL NEGATIVE BEHAVIOUR, LOG ALL INCIDENTS ON AN INCIDENT REPORT FORM AND ENTER ON PROGRESSO.

Levels of Negative Behaviour	Levels of Sanctions
<p>LEVEL 5</p> <ul style="list-style-type: none"> Inappropriate Touching Threatening/Racist Behaviour Drugs/Alcohol Offensive Weapons High Level Assault Bullying No Energy Drinks Bringing outside peers to school Malicious allegations <p>PERSISTENT LEVEL 4 BEHAVIOUR</p>	<p>LEVEL 5</p> <ul style="list-style-type: none"> Physical Intervention Fixed Term Exclusion Police may be informed RIPE Governors Meeting Staff to challenge Respite Support
<p>LEVEL 4</p> <ul style="list-style-type: none"> High Level Vandalism Theft Inappropriate touching Offensive racist or Homophobic behaviour Persistent Bullying Criminal Damage Inappropriate conduct during travel <p>PERSISTENT LEVEL 3 BEHAVIOUR</p>	<p>LEVEL 4</p> <ul style="list-style-type: none"> Meeting with Principal Internal Exclusion Parental Meeting Report/Targets RIPE Police may be informed Behaviour Contract Charge Parents Staff to challenge
<p>LEVEL 3</p> <ul style="list-style-type: none"> Verbal Abuse Towards Staff Preventing Teaching Assault Truancy Off Site, smoking Continued Bullying Persistent Lesson Truancy Offensive ICT Use <p>PERSISTENT LEVEL 2 BEHAVIOUR</p>	<p>LEVEL 3</p> <ul style="list-style-type: none"> Meeting with Senior Leader Standard Letter Home, Report Pastoral Detention Isolation – Full day Staff to challenge Behaviour Contracts Parental Meetings ICT use Suspended Staff to challenge
<p>LEVEL 2</p> <ul style="list-style-type: none"> Mobile Phones/MP3 etc out of class, bullying Low Level Vandalism Verbal abuse towards a pupil Lateness to School Lesson Truancy Disruption Foul/Inappropriate Language <p>PERSISTENT LEVEL 1 BEHAVIOUR</p>	<p>LEVEL 2</p> <ul style="list-style-type: none"> Member of staff to Confiscate hand in to admin or SLT for parent/carer to collect Monitoring Report/Report card Time taken – Break/Lunch Detention Isolation – Half day Phone Call Home Staff to challenge
<p>LEVEL 1</p> <ul style="list-style-type: none"> Eating in Class Throwing Inappropriate Uniform/Jewellery Refusal to follow instructions Missed homework twice Damage to stationary <p>PERSISTENT LOW LEVEL DISRUPTION TO LEARNING</p>	<p>LEVEL 1</p> <ul style="list-style-type: none"> 20 Points Taken Teacher/Mentor to monitor Time taken – Break/Lunch Isolation – Current lesson Monitoring Report/Report Card Staff to challenge Phone call home Charge Parents
<p>LOW LEVEL DISRUPTION TO LEARNING</p> <ul style="list-style-type: none"> Not Paying Attention Minimum Effort/Not enough work in class Talking in Class Late to Lesson 	<p>LOW LEVEL DISRUPTION TO LEARNING</p> <ul style="list-style-type: none"> Time Out Mentor to monitor Loss of Points Verbal Warnings

ALL HOMEWORK IS DUE IN BY TUESDAY. IF NOT RECEIVED, PUPILS HAVE THE OPPORTUNITY TO RETURN HOMEWORK ON WEDNESDAY, IF STILL NOT RECEIVED PUPILS WILL BE GIVEN A DETENTION ON THURSDAY.

REWARDS

UPDATE PROGRESSO WITH ALL POSITIVE BEHAVIOUR

Levels of Positive Behaviour	Levels of Rewards
<p>LEVEL 5</p> <p>100% attendance in academic year No negative behaviour points in a half term Passing Exams/Accreditations No negative comments on Progresso in a half term</p>	<p>LEVEL 5</p> <p>100% Attendance Certificate Attendance Prize Prize and letter home £10 voucher/s External Trips</p>
<p>LEVEL 4</p> <p>95% attendance in term No lateness in a half term No negative behaviour points in week Supporting Peers</p>	<p>LEVEL 4</p> <p>Attendance Certificate Attendance Prize £10 voucher/s Extra Points 30mins free time</p>
<p>LEVEL 3</p> <p>Positive Contribution to school life Contribution to events Excellent and consistent efforts in class Appropriate conduct around visitors Keeping school clean Positive representation of school Completing assessments 90% attendance per week</p>	<p>LEVEL 3</p> <p>Post Card, letter or phone call home End of term certificate Trophy Extra points 30mins free time Recognised in the school Newsletter</p>
<p>LEVEL 2</p> <p>Attendance to extra-curricular activities Good and consistent use of planner Good personal attainment in class Very good homework Bringing own PE kit. Consistent correct uniform</p>	<p>LEVEL 2</p> <p>10 minutes free time Prize in class Verbal Praise Extra 5 Points Phone Call Home</p>
<p>LEVEL 1</p> <p>Improved effort or attitude in class Positive contribution to the lesson Caring attitude Respect Following Instructions</p>	<p>LEVEL 1</p> <p>5 points per lesson given by a mentor or teacher Verbal praise Prize in class Staff to praise</p>

**AUTOMATIC 5 POINTS GIVEN TO THOSE THAT ARRIVE TO SCHOOL ON TIME.
PUPILS CAN EARN STARS DAILY FOR POSITIVE BEHAVIOUR, ATTITUDE AND EXCELLENCE.
20 STARS OVER HALF A TERM EQUATE TO TRIPS AND EXCURSIONS.**

BEHAVIOUR EXPECTATIONS

Behaviour Expectations in the Classroom

Consistency in the classrooms across the Academy is paramount, therefore staff follow these routines:

Start of lesson:

1. Meet and greet at the door
2. Use a seating plan
3. Check for equipment
4. Prepare students for learning
5. Starter
6. Learning and Doing clearly displayed/referred to

End of lesson:

1. Plenary
2. Homework explained
3. Equipment collected
4. Room tidy
5. Praise and controlled dismissal

General Classroom strategy:

- In order for an ethos of positive behaviour to be maintained, students have to continually experience it. Students should always be commended for positive behaviour and then they may avoid other ways of gaining attention.
- All classrooms display progress and achievement through “steps to success” chart
- Make the teaching as flexible and interesting as possible to meet the needs of the group/individual. Use the SEN register and IEP’s to help you gain knowledge of individual pupils.
- Display examples of good work in your rooms and make the environment as positive as possible.
- Pupils like a teacher who is firm, fair and consistent both within what they do and consistent with Academy policy – boundaries should be clear and set from day 1. Take the time to make your expectations clear in your lessons.