Behaviour for Successful Learning Policy

Olive AP Academy – Thurrock

Date reviewed: **Jan 2017**
Date of next review: Jan 2018

1 Values and beliefs

The Olive Academies Multi Academy Trust (MAT) board and the Local Governing Body (LGB) are committed to creating an environment where the learning, social and personal needs of its pupils are addressed and where they are helped to achieve in an atmosphere of safety and mutual respect. By removing barriers to learning we aim to support transfer back into mainstream education, further education or the world of work.

The values of Olive Academies (OA) are:

- CONVICTION - Everyone has the capacity to reach their potential.
- DETERMINATION - Not giving up on those who have not experienced success
- AMBITION - All challenges can be overcome and education is an important lifelong journey
- REFLECTION - Learning from experiences and developing a capacity to improve further

2 Ethos

At Olive Academies, we aim to provide all pupils with the best possible standards of education. We want our academies to be the place where our young people can thrive, learn and achieve their best. We offer flexible, personalised programmes and a wide range of positive experiences, so that young people can develop the confidence to believe in themselves and make positive choices for their futures.

At the Olive AP Academy – Thurrock (OA-Th) we believe all of our learners can do well. We support success by encouraging our young people to 'be Olive'. Learners are positively encouraged to be prepared to learn, be respectful and be safe. Staff are required to refer to the 'be Olive' standards at all times when discussing positive and negative behaviours with students – these are outlined below and repeated in Appendix A:

'be Olive'

be prepared to learn	be respectful	be safe
Be on time.	Listen to others and expect to be listened to	Being in the right place at the right time.
Try your very best in lessons.	Respect the school environment	Follow health and safety rules during lessons and breaks.
Ask for help if you need it.	Look after others in our school community.	Look after buildings and displays.
Dress in full school uniform.	Using appropriate Language	Keep hands, feet, objects and personal comments to yourself
Hand in mobile phones		

Policy and procedures

3 Purpose
The purpose of this policy is to provide a simple and practical code of conduct for staff, learners, parents / carers and all stakeholders which;
- defines the roles and responsibilities of all stakeholders
- provides strategies and guidance for positive reinforcement
- allows behaviour to be taught through positive interventions
- promotes self esteem and self discipline
- clearly defines expectations and details processes for upholding these expectations
- sets out how the academy addresses some specific incidents of misconduct

4 Aims
The aim of this policy is to provide a well-managed, calm, happy and safe environment for effective teaching and learning. It also aims to promote consistency and continuity in matters of classroom practice, general good behaviour around the school site and to provide a sound foundation for the school's efforts to raise student achievement.

5 Responsibilities of staff
It is the responsibility of all staff to act as positive role models for the young people they work with. More specifically, they should:

- help ensure that all students, regardless of race, class, gender, sexuality or special educational needs, are entitled to fair and consistent treatment, which promotes positive attitudes and behaviour
- encourage students to reflect on their own behaviour and the ways in which it helps or hinders their own development as responsible individuals and community members and as effective learners
- set high standards and clear, consistent expectations, following the whole school guidelines on 'be Olive'
- collect students from communal areas before lessons and dismiss students at the ends of lessons and ensure that students arrive and leave in a calm and orderly way
- expect a high standard of work and behaviour and to be fair and consistent with all student behaviour
- strive to create a calm, happy and safe classroom environment for effective teaching and learning, providing clear and regular feedback to students, endorsing appropriate behaviour through the **'be Olive'** points system
- follow the **behaviour policy** and procedures when the behaviour of students is inappropriate

To support staff in using the 'be Olive' ethos, two teaching aids are to be used in lessons. The posters are designed to recognise positive behaviours but also remind students or their responsibilities. Rewards and sanctions are attached to these teaching aids (Appendix B & C).

The classroom teacher
Style, pace and relevance of work are key elements in encouraging good behaviour and it is

often useful to review the curriculum and to discuss teaching and learning strategies with colleagues when there are concerns about students' behaviour in lessons.

Specific responses within the classroom:

- using the 'be Olive' language, triangle and traffic light teaching aids when dealing with classroom behaviour
- using all prior data and information to ensure teaching is individualised
- reporting all behaviours both positive and negative in the academies school information system
- changing the seating arrangements
- taking the student outside to give them space to 'cool down' and to speak to him/her in private

Removal from the classroom should not be used as a sanction in itself; students should not be 'left' outside for more than a few minutes and ***never put outside with other students.***

The tutor

The tutor has a key role in that they have oversight of the student's progress, attendance and behaviour patterns. It is important that this knowledge is drawn on and that the tutor retains a central role in any contact with parents. The tutor then may employ one of the strategies below:

- gather information from other subject teachers
- set the student targets which are then reviewed
- contact the student's parents
- refer the issue to the Assistant or Deputy Headteacher (AHT/DHT) responsible for personal development, behaviour and welfare (PDBW) in the academy

6 Strategies for positive behaviour management

All staff should follow the 'be Olive' expectations when working with students within the academy. Listed below are some simple techniques staff could employ when dealing with challenging behaviour.

- **Rule reminders** - refer to the Learning Contract which all students and parents signed on admission.
- **Tactical ignoring** (where appropriate) of secondary behaviours – e.g., when students attempt to divert your attention away from the primary concern with: "But we were only talking", "Other people let us!". Non-verbal secondaries include sighing, tutting, flouncing etc.
- **Blocking** - repeat the direction whilst ignoring the student's attempt to draw you into secondary behaviour. You can accompany it with an outstretched arm and an open palm.
- **Partial agreement** - use 'and' as a useful way of deflecting secondary behaviours and demonstrating assertiveness. It is much less negative than 'but'.

> "Other teachers always let us…."
> "Maybe they do. And in this class the rule is clear …. Thanks."

- **Non-verbal directions and body language -** when aiming for minimum disruption, signals for, 'four on the floor', 'turn the volume down' 'return to work' etc. are very useful. Our body language should also match the message we wish to convey. Stance and gestures should be assertive and non-confrontational.
- **Take-up time -** use this in most if not all corrective situations. Used well, you convey your expectations and confidence, whilst allowing the students face-saving time to comply with your directions. Brief eye contact during direction; drop eye contact and continue with previous activity.
- **Tactical pause -** a pause after the student's name when you are asking for their attention gives them some time to 'process' and is also an assertive strategy that demonstrates strength. "Steven... (pause) Steven….. looking this way and listening, thanks," then turn away and give some take-up time.
- **Simple Choice (make consequences clear) -** We aim to make students responsible for their own behaviour. Therefore, when they behave disruptively or refuse to follow instructions, they are making a choice. Offer the choice and consequence explicitly.

    "Sarah, the instruction was. If you choose not to then……"

- **When / then and the broken record -** "When you have …. Then you can …… "The broken record technique involves repetition of the instruction.
- **Modelling -** You model the respect, consideration and interest in others that you would like your students to demonstrate. Model tone of voice, acceptable ways of attracting attention, assertive not aggressive body language and speech etc.
- **Diversions and distractions -** a range of ways to remove or reduce the "audience effect" is correcting students without the risk of escalation. The strategies can range from simply moving near to the student to ask "How's it going?", through drawing their attention to something specific but unrelated to the behaviour, to calling the students away from the potential audience.
- Direct student to work aside from peers (in the room)
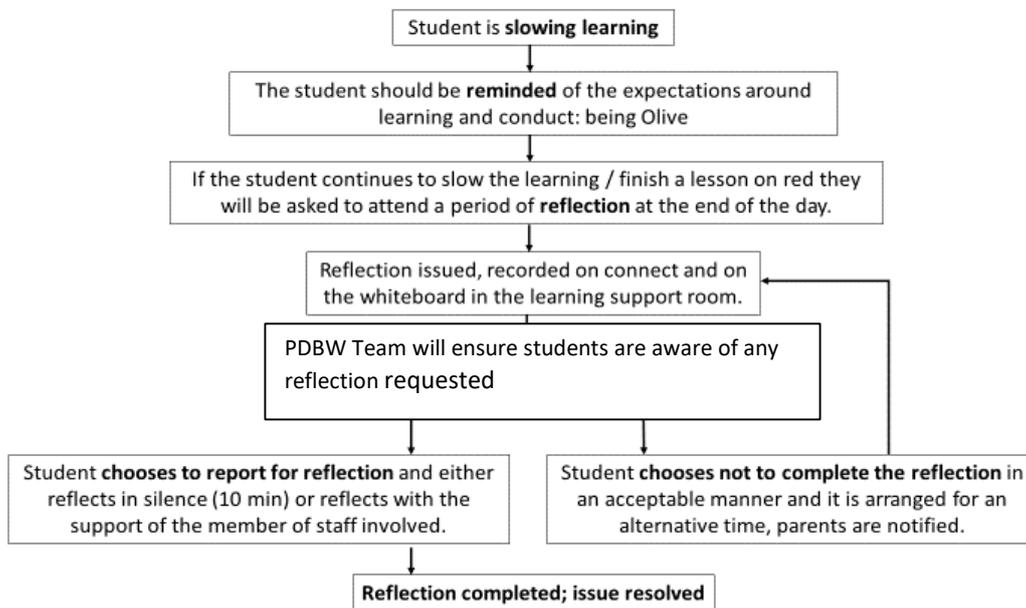- Cool-off time
- Exit / time out

7 Rewards

Students can collect 'Connect points' from members of staff at the academy. Pupils can collect points based on good behaviour choices, meeting personal and behaviour targets and their positive contribution to school life. These points will be recorded on Connect by the key worker or teacher in each session. During social curriculum time on a Friday, key workers will share with pupils a summary of their positive behaviour choices, efforts, achievements and attendance. Additionally, this will be emailed home (via Connect) to carers/parents.

Students who accumulate enough points each week will be offered the opportunity to attend 'Reward Time' on a Friday afternoon.
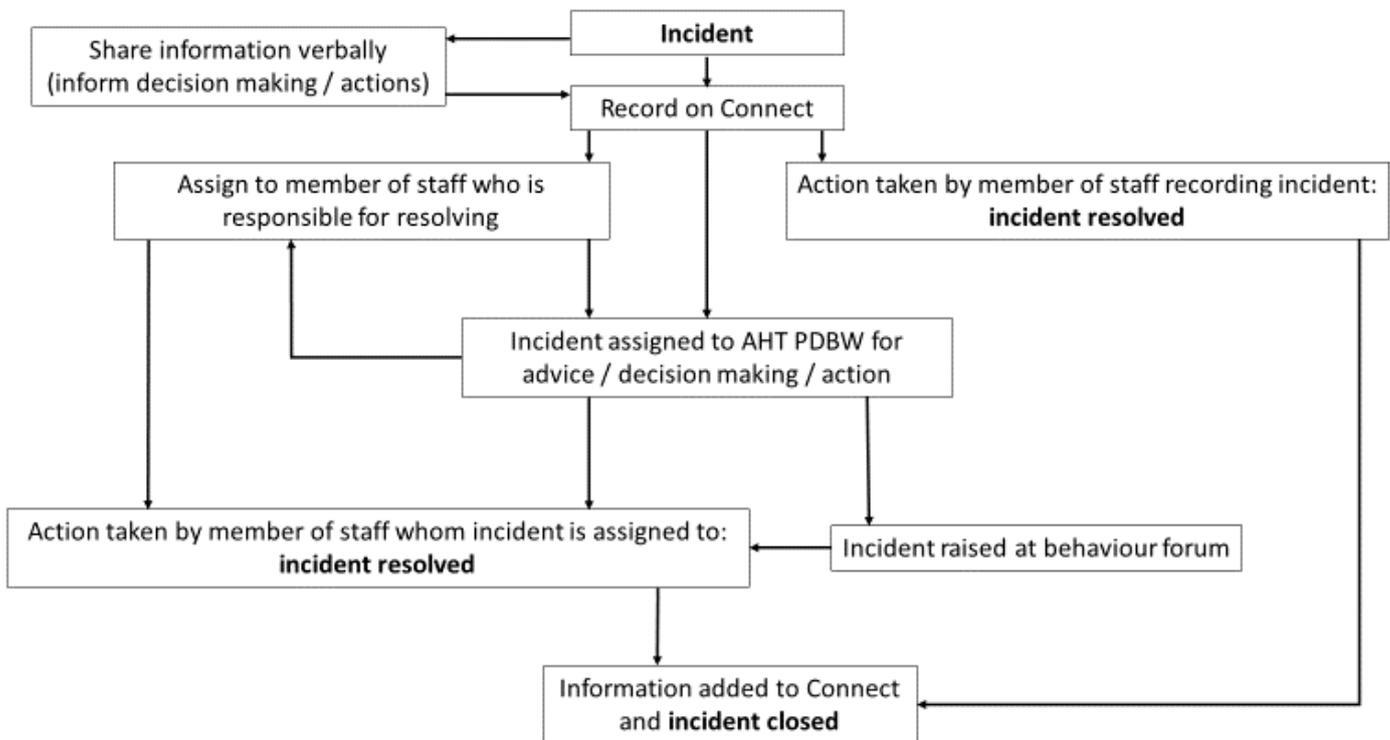
8 Sanctions

Where it is felt that the conduct of a student is slowing the learning, for themselves or others, the member of staff who witnesses this must follow the procedure below:

Student is **slowing learning**

The student should be **reminded** of the expectations around learning and conduct: being Olive

If the student continues to slow the learning / finish a lesson on red they will be asked to attend a period of **reflection** at the end of the day.

Reflection issued, recorded on connect and on the whiteboard in the learning support room.

PDBW Team will ensure students are aware of any reflection requested

Student **chooses to report for reflection** and either reflects in silence (10 min) or reflects with the support of the member of staff involved.

Student **chooses not to complete the reflection** in an acceptable manner and it is arranged for an alternative time, parents are notified.

Reflection completed; issue resolved

During reflection time (suggested length 10 mins) students may be asked to reflect in silence, they may be asked to enter into a reflective conversation or complete a reflection sheet as deemed appropriate by the member of staff involved.

9 Incident reporting structure

Where there is an incident that needs to be recorded / may require additional intervention the member of staff who witnesses the incident must follow the procedure below:

10 Fixed Term Exclusion

External exclusion is a sanction used following serious incidents or when all other interventions have been exhausted. The decision to exclude rests with the headteacher in consultation with Senior Leadership Team. Exclusion may be considered for the following circumstances, as defined by the DFE:

Physical assault against an adult or student which may include:
- fighting
- violent behaviour
- wounding
- obstruction and jostling

Verbal abuse/threatening behaviour against an adult or student which may include:
- threatened violence
- aggressive behaviour
- swearing
- homophobic abuse and harassment
- verbal intimidation
- carrying an offensive weapon

Bullying which includes:
- verbal
- physical
- homophobic bullying
- racist bullying
- virtual/cyber

Racist abuse which includes:
- racist taunting and harassment
- derogatory racist statement
- swearing that can be attributed to racist characteristics
- racist bullying
- racist graffiti

Sexual misconduct which includes:
- sexual abuse
- sexual assault
- sexual harassment
- lewd behaviour
- sexual bullying
- sexual graffiti

Drug and alcohol related incidents which include:
- possession of illegal drugs
- inappropriate use of prescribed drugs
- drug dealing
- smoking
- alcohol abuse
- substance abuse
- use of 'legal highs'

Damage which includes damage to school or personal property belonging to any member of the school community through:
- vandalism
- arson
- graffiti

Theft including:
- stealing school property
- stealing personal property (student or adult)
- stealing from local shops or on a school outing

Persistent disruptive behaviour including:
- challenging behaviour
- disobedience

- persistent violation of school rules

11 Learning Support Room
The learning support room is a flexible space, managed by a learning mentor. The learning mentor will decide on how best to use this space at any given time. Examples of what this space might be used for are;

- keeping students on task if they cannot be in the classroom for any reason
- a brief time-out for a student
- a learning conversation with a learning mentor
- a student who wants to report a concern
- a mediation or restorative approach meeting

12 On call
There is always a member of staff on call, with a weekly rota in place. This member of staff will have a walkie-talkie (available in the staffroom). They are expected to be a visible presence whilst on call. Their role at this time is to support pupils with their movement around the building and to be alert to any staff that may need support with specific pupil/s. They may wish to use the learning support room to help resolve issues that may arise / to ensure students are on task whilst issues are being investigated. This member of staff can call for support from the learning mentor if they feel unable to resolve the situation without further assistance. They will briefly record details of incidents of misconduct to help inform discussions around whole school policy and intervention.

13 Criminal activity
If a student commits a criminal act that we become aware of we do not hesitate to involve the police. We regard this as part of the process through which they learn about the boundaries of acceptable and respectful behaviour both inside and outside the school.

14 Physical restraint
Please refer to separate physical restraint guidance

15 Monitoring and Evaluation
The OA MAT board is accountable for the outcomes of pupils within its academies and as such will be provided with regular information about the implementation of this policy and how it is working in practice. The LGB for each academy will also receive regular reports on behaviour and how this is impacting on learning. The policy itself will be reviewed on an annual basis and academy leaders will discuss what needs to be done when incidents are reported or when patterns become apparent.

Regular reviews of training related to supporting behaviour for successful learning will be carried out with current and new staff being provided training on an ongoing basis.

16 Links to other policies

- Anti-Bullying Policy
- Complaints policy
- Safeguarding and child protection policies
- Confidentiality Policy
- e-Safety (Online Safety) and Acceptable Use Policies (AUPs)
- Curriculum Policies such as PSHE and SRE
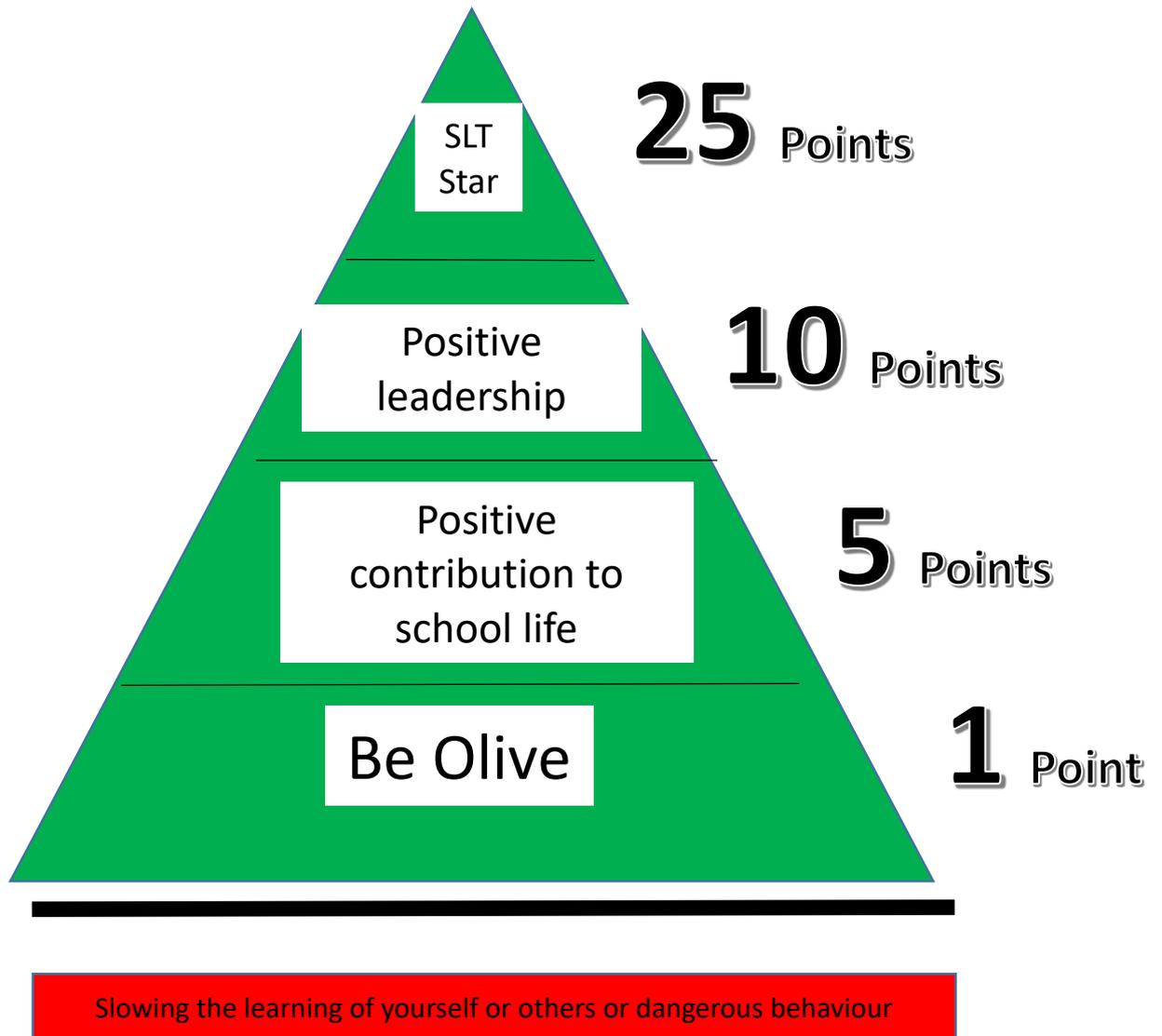- Mobile phone and social media policies

Appendix A

'be Olive'

be prepared to learn	be respectful	be safe
Be on time.	Listen to others and expect to be listened to	Being in the right place at the right time.
Try your very best in lessons.	Respect the school environment	Follow health and safety rules during lessons and breaks.
Ask for help if you need it.	Look after others in our school community.	Look after buildings and displays.
Dress in full school uniform.	Using appropriate Language	Keep hands, feet, objects and personal comments to yourself
Hand in mobile phones		

Appendix B

OA-Th – Reward Triangle

SLT
Star

25 Points

Positive
leadership

10 Points

Positive
contribution to
school life

5 Points

Be Olive

1 Point

Slowing the learning of yourself or others or dangerous behaviour

Appendix C

OA-Th - Be Olive Teaching Poster

Red – Persistently slowing learning or dangerous behaviour **Sanction - Detention**	Red	
Amber – Slowing learning	Amber	
Green – Be Olive **Reward – 1 Connect point**	Green	