



Policies and Procedures

Positive Behaviour Policy

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Rationale

Teachers have the right to teach and students the right to learn in a classroom free from disruptive behaviour. A classroom should reflect teacher's behavioural expectations and create an atmosphere in which student self-esteem can flourish. The environment is based on a partnership to learn where the whole Academy community recognises and values mutual respect.

Outcomes

There are two expectations in creating a learning environment:

The Empowered Teacher

Teachers have the right and responsibility to:

- Establish guidelines and directions that clearly define the limits of acceptable and unacceptable student behaviour
- Teach students to consistently follow these guidelines and directions throughout the school day and school year
- Ask for assistance from parents and SMT when support is required in handling the more challenging behaviour of students

The Empowered Student

Students have the right to:

- Grow academically, socially and emotionally in a safe and friendly environment
- Be in a classroom in which a supportive teacher is willing and able to set consistent, positive behavioural limits
- Be empowered with the skills to succeed

Process

We intend to achieve these outcomes by ensuring that:

- The Responsibilities in the Classroom document is used effectively by teachers and responded to positively by students

Strategies for disruptive behaviour could include:

- Using positive repetition to reinforce students who are following directions and to give a positively stated reminder to those students who are not
- Integrating consistent praise into lessons or any interaction with students
- Circulating throughout the classroom and giving praise
- Use positive support to encourage students to continue appropriate behaviour

Non-disruptive behaviour can be re-directed by:

- Giving a look that communicates you are aware of and disapprove of the behaviour
- Standing by the student's side while continuing to teach
- Mentioning a student's name while continuing to teach
- Accentuating the positive by focusing on the appropriate behaviour of the other students

Creating a hierarchy of consequence that must:

- Be seen as natural outcomes of inappropriate behaviour
- Be applied firmly, calmly, impartially and quickly. The positive effects of consequences can be undermined when teachers impose consequences in a hostile manner or in a way that is seen as personal
- Be consistent. Consequences must be provided each time a student chooses to disrupt. Completion of the consequence then enables the student to have a fresh start

Creating a system of rewards that is:

- Based on achievement and effort
- Accessible and allows the majority of students to succeed
- Integral to classroom management
- Academy wide that embraces reward points for positive behaviour, attendance, effort assessments and community service.

Creating systems for the difficult to manage student by:

- Individual behaviour contracts
- Using lesson/daily report cards
- Involving parents
- Referral to student counsellors, student referral service, Safer Schools Partnership Officer and Attendance

Improvement Officer

- Involvement of Form Tutor, Head of Abbey, SMT and SENCO