

E-ACT POLICY

PARKWOOD ACADEMY

Positive Learning & Behaviour

Date agreed by Governors	
Date of review	
Responsible officer	Principal / Business Director

Positive Learning and Behaviour

Parkwood Academy has learning and achieving potential at the heart of everything we do. Positive attitudes to learning and appropriate behaviour will allow us to create a safe, secure and stimulating environment where young people are challenged and supported to be the best that they can be. The Climate for Learning within the Academy will be driven by this idea of Positive Learning and Behaviour, students will be expected to display a positive and determined attitude to their learning, and make behaviour choices which allow teachers to teach and all students to learn effectively.

This policy sets out the expectations within the Academy, along with how we acknowledge those students who meet them, and the sanctions in place for those who do not.

Expectations of Staff

Staff will:

- Take time to build positive relationships within the Academy
- Celebrate and value success, both inside and outside the classroom
- Provide good role models and model positive behaviour
- Instill a sense of pride in positive achievements
- Challenge students not living up to the high expectations we have of them

More specifically:

- Meet students at classroom doors and manage entry into the classroom
- Make an upbeat, positive start to lessons
- Be positive, assertive and cheerful with students
- Be mindful of the importance of routines and organisation of the classroom – these have a very real effect on learning
- Use appropriate display to improve the working environment
- Acknowledge good effort and positive behaviour
- Use agreed Academy procedures to challenge poor attitudes to learning

Expectations of students:

- Be focused on their learning, and help themselves and others to learn
- Take responsibility for their learning, and take opportunities to learn independently
- Take advantage of extra curricular learning opportunities
- Be prepared to try, even if they fail occasionally

- Be open minded and receptive to the views of others
- Recognise that everyone has the right to learn

More specifically:

- Arrive on time for lessons
- Wear the Academy uniform
- Be equipped with at least a pen, pencil and rules, plus other items that may be required e.g. PE kit
- Ensure all mobile phones and music devices are switched off during lessons and put securely away
- Be polite and reasonable in their dealing with others
- Not eat or chew in lessons

Teaching Good Behaviour:

Our expectations of students will be taught and reinforced regularly. There are clear Academy expectations regarding:

- Punctuality
- Uniform
- Equipment
- Mobile Phones and music devices
- General politeness

Teaching areas and individual staff may have additional expectations. These too will be taught and revisited regularly.

Positive Learning in the Classroom

Positive learning in the classroom means that students constantly strive to show a positive and willing approach to their learning, and are encouraged to develop patterns of behaviour that will help their learning. It involves a recognition of the fact that learning is not always easy, and that as the level of challenge increases, so should the determination to succeed. Staff will, whenever possible use the language of 'choice' with students, to defuse and depersonalise potential conflict, and to emphasise that with the right choices, difficult situations can be retrieved and the focus on learning can be maintained

To create a climate of Positive Learning staff will encourage students to develop and show:

Respect, Resourcefulness and Reflectiveness.

Respect must be shown to other people. This is done by listening when the teacher or another student is speaking, and by being courteous, even when you may disagree with what is being said. Respect must also be shown towards our environment, and the belongings of other

people. Another vital element is that we maintain our self respect, by never descending into loud, aggressive or thoughtless behaviour, and we should, at all times, be able to honestly say that we have done our best.

Resourcefulness should be shown by our being willing to put time and effort into our learning, not being put off by difficulties, and by being determined to succeed, even if we have to find new ways of doing things.

Reflectiveness is shown by being willing to think about our learning, take on new ideas, and by developing our learning by always being willing to consider: 'how could I have done this better?'

Rewarding Good behaviour

A key feature of the Positive Learning and Behaviour Policy is the regular and consistent rewarding of students who live up to academy expectations regarding behaviour. There are a range of ways in which good behaviour can be acknowledged. The student planner will be a key tool in recording these.

Stamps – Classroom teachers, support staff and tutors can acknowledge good behaviour and positive contribution by putting a stamp in the student planner. Class teachers may award stamps for good work, good effort, or generally living up to all classroom expectations. It would be hoped that the majority of students would gain one stamp in each lesson. The maximum number of stamps a student can gain in a lesson is three.

Tutors can award stamps for correct uniform, punctuality or a well kept planner. A student may only be awarded one stamp per tutor time.

Tutor time will also provide the opportunity for students and tutors to monitor the number of stamps awarded, as they lead to the award of certificates.

Certificates - Stamps awarded in student planners will lead to the termly presentation of certificates. They will be presented in assembly in the last week of term.

Bronze – 250 stamps

Silver – 350 stamps

Gold – 500 stamps

Any student who significantly exceeds 500 stamps would receive a special Principal's Platinum certificate.

Phone Calls and Postcards – Learning leaders and house leaders may make end of term phone calls home to give positive recognition to students. There will also be Department and House postcards. There will be no set criteria for these, they are entirely at the discretion of the learning leader or head of house.

Golden Time – The criteria for this will be set by house leaders. Golden time will involve an end of term treat. It may involve a DVD and buffet in the Academy, or an outing, perhaps to the cinema, tenpin bowling, ice skating or similar.

End of Year Trip – Criteria will be decided for an end of year reward trip. It is anticipated that this would involve a large number of students and be a full day trip, for example to Alton Towers or a similar venue.

Behaviour Which Harms Learning

Behaviour that is harmful to learning includes:

- Entering the room in an unsatisfactory manner
- Misusing equipment or damaging property
- Preventing other students from concentrating on their learning
- Expressing inappropriate or offensive views
- Using unacceptable language
- Refusing to do as requested by a member of staff
- Any verbal or physical aggression

Sanctions for Unacceptable Behaviour in the Classroom

When there is unacceptable behaviour in the classroom, staff should use the following escalating guidelines:

Redirect – When students are showing signs of becoming off task or disruptive, staff should make every effort to intervene early, so that matters can be resolved at a low level. (See Tips for a Peaceful Classroom and Avoiding, Diverting, Defusing and Managing challenging Behaviour. Both are attached to this Policy) If the student is successfully redirected, the teacher should acknowledge the improvement, and the student can be praised appropriately

Warn - If the student does not respond to redirection, and the unsatisfactory behaviour continues, the student should be formally warned that further unacceptable behaviour will incur sanctions. For example: ‘You have not done as I asked, you still have the chance to put things right, but I need to warn you that.....’ This is a verbal warning only and is not recorded.

Recorded Warning - If the behaviour continues the next step is a recorded warning on SIMS. This is the final opportunity for the student to rectify the situation without incurring sanctions other than the recorded warning.

Classroom Sanction – If the behaviour continues there will be an appropriate sanction. This may include: Moving seats to sit the student on their own, seeing the student at the end of the lesson, arranging to phone home or any other similar sanction.

Removal – Further unacceptable behaviour will mean removal of the student to another room. The teacher sends a remove slip to student services and a member of the behaviour team will pick up the student, with the work they need to complete and take them to the receiving teacher. The behaviour team enters the remove slip onto SIMS, and the SUBJECT TEACHER

arranges a 10 minute detention the following day. SIMS will send out an automatic Follow up reminder to the teacher and the learning leader for that subject. It is vital that the follow up, and the ten minute detention does take place.

It is assumed that all colleagues will be willing to act as receiving teacher for their departmental colleagues.

If a student continues to misbehave in the removal classroom, the receiving teacher will send a red card to student services. The student will be taken immediately by the behaviour team or SLT, and supervised separately pending further action.

Students who are repeatedly removed from lessons will incur further follow up from learning leaders, including: Academic Probation, (a form of subject report, for which a template will be provided) removal from lesson for a set period of time, Turnstyle intervention, parental contact, referral to House inclusion system.

General Academy Expectations and Sanctions

An important feature of this policy is the clear expectations that the Academy has of students. Serious breaches of these expectations, whether they occur inside or outside the classroom will be dealt with on a whole Academy level. Serious incidents should be reported immediately to a member of the Senior Leadership Team. A range of sanctions are available.

Academy Detention - A one hour detention, which will be given through house leaders or learning leaders, and may be for: Failure to complete departmental detention, missing lessons, persistent lateness, corridor wandering and similar incidents.

Internal Exclusion – This would be for single, serious breaches of behaviour expectations. For example fighting, aggression, using foul language, failure to comply and similar incidents.

Intervention – This would be for single, extremely serious breaches of expectations, or for repeated incidents which warranted an internal exclusion. It could also be for repeated breaches of classroom expectations. A suspension involves a longer term placement in Turnstyle and may be arranged through house leaders and Vice Principal (Engagement)

Fixed Term Exclusion – the principal may decide that an incident, or series of incidents is of sufficient seriousness to warrant an external fixed term exclusion. This may include incidents of violence, bullying, abuse to staff or similar incidents.

Permanent Exclusion – The Principal may also decide, for extremely serious incidents, that the exclusion is to be permanent. This may include incidents such as assault, possession of controlled substances, possession of weapons and similar incidents. Permanent exclusion may also be considered for a student who has had a series of fixed term exclusions.

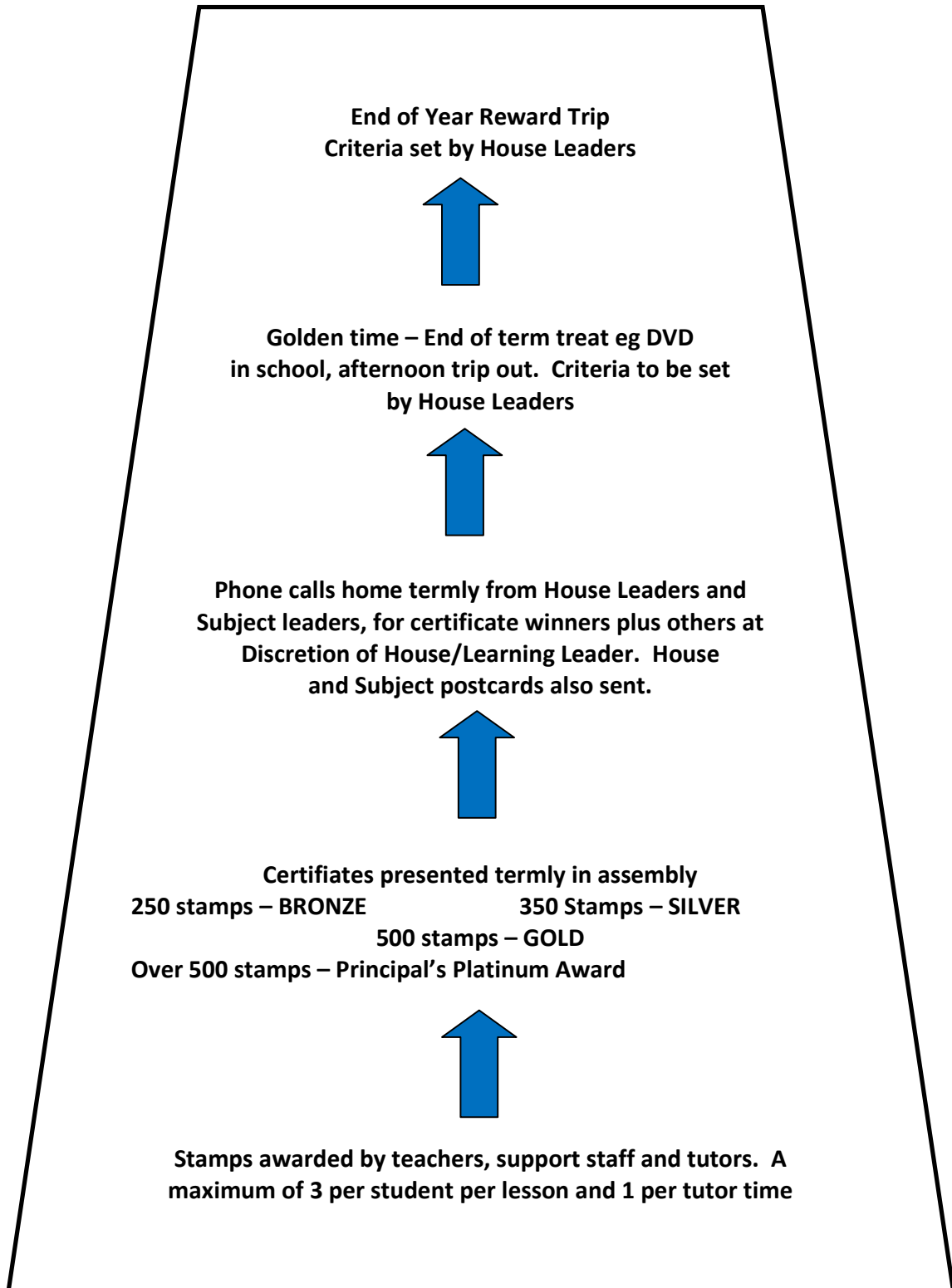
Attached to this policy is an appendix detailing strategies for managing student behaviour.

APPENDICES

1 Flow charts of Rewards, Classroom Sanctions and Whole Academy Sanctions

2 Classroom Management Strategies to be used by Staff

Flow Chart of Awards



Flow Chart of Classroom Sanctions

Removal to another room. A 'Remove Card' sent to Student Services. 10 min. detention



Classroom sanction: Move seats, stay behind for a discussion after lesson, phone home or similar



Recorded warning – A second, formal warning recorded on SIMS.



Warn – Tell student that further off task behaviour will incur further action. (see suggested wording in policy)



Redirect – Early intervention to deal with matters at an early stage and get students back on track (see classroom Management strategies Appendix 2)

Whole Academy Sanctions

Supported transfer or
Permanent Exclusion at the discretion
of the Principal



Formal fixed term exclusion from the Academy
at the discretion of the Principal



Intervention – A fixed term focussed no. of days in
Turnstyle, for repeated breaches of classroom
expectations, or repeated internal exclusions



Internal Exclusion – 1 day for single incidents
eg. aggression, foul language or similar



**Whole Academy detention: Given via House Leader, administered
By behaviour team. Eg. missing 10 min detention**

Avoiding, diverting, defusing and managing challenging behaviour in the classroom environment

Avoidance strategies:

- Be organised and on time
- Try to have positive/upbeat start to the lesson
- Be aware of your tone of voice – calm and persuasive with arrogance or condescending
- Use your initiative, tailoring your actions to individual situations
- Use pupils names rather than referring to them in impersonal terms
- Try to have a sense of humour, be relaxed
- Give pupils a choice or a way out of situations
- Deal with secondary issues at a later date (loan a pen to those without but follow this up after the lesson or remind before the next lesson)

Diversionary strategies

- Give pupils responsibility
- Change the subject/conversation if possible
- Acknowledge the reason for the conflict but say you will help sort it out later
- If appropriate, accept some responsibility for the situation and offer a new start
- Be aware of the needs of the individuals and where appropriate modify tasks or offer support
- Bring humour to the situation
- Talk about how they have successfully dealt with other similar situations

Diffusion strategies:

- Use a personal touch – pat on the back, use of name, reference to former achievements etc
- Offer a dignified way out of a conflict
- Avoid personal comments
- Remain calm
- Praise previous good behaviour

- Remove for a short period of time or offer time-out. Discuss the incident before re-admission
- Smile
- Divert by changing the topic of conflict

Managing strategies:

- Allow the pupil space – a way out, time out etc
- Keep conversational impersonal
- Don't make impossible demands
- Avoid making threats – state facts
- Follow up what you say you will do
- Avoid physical contact
- Use the agreed system – Head of Department, Rota etc
- Try to ensure the safety of others within the group
- Be aware of individual education plan targets and the needs of individuals in the group
- Avoid confining a pupil who is determined to leave – let him/her go and follow up later

Techniques for maintaining a peaceful classroom

Non-verbal signals reduce intrusion into the lesson.

Develop hand signals meaning:

- Stop
- No
- Come
- Go
- Quiet
- Sit down
- Sit properly on the chair
- Sit here
- Sit there
- Listen

Focus on pupils making choices

Pupils are more likely to co-operate if they feel they have some control over themselves and their choices. If we present two choices that are both acceptable to use then pupils are less likely to make a different and unacceptable choice.

'Josie, come on in. You can sit here or there'.

Reinforcing the structure of the plan

This provides reassurances to pupils that they will be allowed to move their preferred activity and motivate pupils to complete current tasks. 'When you've finished that exercise, then you can use the computer'.

Pause for emphasis

Directions to pupils can appear vague or jumbled unless their attention is focused. Use a pause and look to ensure pupils are concentrating on what you are saying.

Direction and delay

Pupils may not feel able to comply with teacher instructions because of peer pressure. There are times when giving a pupil thinking time after the teacher has disengaged eye contact and possibly moved away helps the pupil to comply and not lose face with their peers.

Label the behaviour, not the pupil

When directly confronting inappropriate behaviour pupil self-esteem is vulnerable. Express disapproval of behaviour, not pupils themselves. Use statements e.g. 'I feel annoyed when you are interrupting me, listen quietly thanks' ('I' messages).

'You are an extremely rude boy – shut up' ('You' messages, which can be confrontational).

Rules to provide distance

Pupils need clear instructions and are more likely to comply if they are delivered assertively. Assertive instructions also help preserve positive relationships with pupils.

e.g. 'I need you to move to that chair...thank you'.
'I want you to be quiet while I am speaking...thank you'.

The use of 'thank you' following the instruction allows teacher to model politeness while conveying an expectation that pupils will comply. Tone of voice makes it clear that this is an instruction and not a request.

Broken record

A first response to overt non compliance could be to repeat the assertive statement in a carefully controlled neutral way, possibly up to two or three times.

Partial agreement

Pupils who try to justify their non-compliance are trying to express their own needs that are not compatible with the needs of the teacher or the class. Acknowledgement of these needs allows a connection that can stimulate compliance. Follow up with a repeat of the assertive direction.

E.g. 'I know Alex has been helping you with that work but I need you to move to that chair'.

Tactical ignoring of secondary behaviour

If the pupil complies with the direction but does so with 'attitude', e.g. slamming books down on the desk etc, the secondary behaviour can be tactically ignored. The initial objective has been achieved, the pupil has complied with the teacher instruction. Responding to these behaviour is likely to be confrontational, certainly distracts from the flow of the lesson and can be humiliating for the pupil, thus damaging the teacher/pupil relationship.

Choice/consequences

Persistent or blatant non-compliance with an instruction will require a response, which sets limits to pupil behaviour. Before a consequence is imposed, pupils should be given an explicit choice to comply or to accept the consequence.

E.g. 'Sarah, I need you to move to that chair over there now, or you will stay behind after class. Your choice'. Teacher detaches eye contact and moves away.

Behaviour Management: Dealing with Recurring Situations

There are a number of situations which occur time and time again in classrooms which, while not in themselves major incidents, cause aggravation and frustration and if they continue unchecked can lead to low staff morale, and that awful worn down feeling.

I have not said that such situation prevent us from teaching, for to quote Bill Rogers: "I have always complained that my work was constantly interrupted until I slowly discovered that interruptions were my work".

The classroom is a strange environment. A small space, considering what is required of it: often unsuitable furniture, a 50 minute deadline and 30 different personalities, some of which don't even want to be there. It is inevitable then, that we will come across some of the following:

- Students arriving late
- Not taking off coats
- Playing with mobile phones
- Not bringing pens
- Inappropriate language

There are many ways to deal with such incidents (or not) but the principles should be:

- Address the behaviour
- Make it clear that it does not meet our expectations
- Deal with it at the lowest appropriate level
- Not to escalate unnecessarily

The following examples may be a useful starting point.

Students arriving late

Jack arrives late. Acknowledges the lateness but minimises its effect:

“Jack I can see you’re late, take a seat quickly and I’ll come over in 2 minutes to make sure you know what you are doing”.

Resume teaching, allow Jack some “take-up” time, then go to his desk briefly explain the task, even provide a pen if necessary.

“I’ll come back shortly to make sure you know what to do next”, then move away.

When you return, arrange to see Jack at the end of the lesson regarding the late arrival.

Not removing coats

It’s non verbal signal time again!

The class enter the room, most remove their coats and sit down. Kate and Sarah don’t. They sit down but keep their coats on. As the class are settling, walk past their desk, a hand on the desk to gain attention and then gesture to your own torso, perhaps silently mouthing the word ‘coat’, then move away.

As it is time to address the whole class, move to your “teaching position” and give your verbal cue (“right...”“ok”...”let’s make a start”...or similar). This is another chance to non verbally remind Kate and Sarah if they have not complied. If they still don’t, then approach them as the class are working with a “rule reminder” (“Girls, you know the rule about coats in this classroom...”), then even ‘choice or consequence’...“you know the system girls, it’s coats off or I have to call senior staff”. Then if you have to, do as you have promised.