

Behaviour and Discipline Policy

August 2018

1 Introduction

1.1 It is universally accepted that schools and academies need good to maintain order and discipline in order to ensure that pupils make the maximum gains in learning and progress.

2 Policy

2.1 Each academy within the Focus-Trust will have its own bespoke behaviour and discipline policy. Leaders in each academy will make it part of their role to ensure that the policy is:

- known and understood by staff and pupils;
- publicised and explained to parents; and
- consistently applied.

2.2 In evaluating an academy's behaviour policy, the Trust will look to evaluate whether the policy explicitly demonstrates how the policy contributes to establishing a positive school ethos and promote effective learning. Specifically, the policy should reflect widely accepted principles including:

- What constitutes acceptable behaviour
- Which behaviour management strategies are effective
- How to recognise, teach, reward and celebrate positive behaviour
- How to deal with poor conduct including rules and sanctions

Appendix 1 outlines specific prompts for academies within the Trust to use in order to evaluate their policy. The prompts are not an exhaustive list but an accepted minimum in terms of a successful policy.

3 Responsibility

3.1 It is the responsibility of the Principal to ensure that the academy behaviour and discipline policy is consistently applied.

3.2 The local governing body have a role to play in monitoring the impact of the policy.

Title	Behaviour and discipline policy
Aim	To outline the agreed approach to managing behaviour across the Focus-Trust
Related documents	Policies on safeguarding and child protection
Date for implementation	01.02.2013
Approved by	Trust Board – 29.01.13
Date of next review	As required
Distribution	File share.
Date of update	August 2018
Version control	V2

Appendix 1

Formulating or evaluating a behaviour policy

There are ten key aspects of school practice which schools should reflect on when developing their behaviour policies:

1. a consistent approach to behaviour management, teaching and learning
2. school leadership
3. classroom-management, learning and teaching
4. rewards and sanctions
5. behaviour-strategies and the teaching of good behaviour
6. staff development and support
7. pupil support-systems
8. liaison with parents and other agencies
9. managing pupil transition
10. organisation and facilities.

Academies should familiarise staff in primary settings with the Social and Emotional Aspects of Learning (SEAL) resource that can be used through the taught curriculum as part of a whole-school approach to developing pupils' emotional literacy.

School practice

An academy behaviour policy might usefully include a specific code of conduct. A code of conduct establishes appropriate standards of behaviour within the academy

Leaders

Academy disciplinary measures should involve all stakeholders and in particular, should be addressed by:

- a lead-behaviour professional (If the academy has one)
- the inclusion coordinator or SENCO as appropriate
- representatives of the school work force to ensure that staff have ownership and confidence in the behaviour policy.

Academy ethos

It is widely recognised that good teaching and learning is a way of improving behaviour in schools/academies. The importance of approaching good behaviour as a whole academy issue cannot be overstated. Academies need to promote themselves as learning communities and ensure that classrooms are effective learning environments, and that the highest regard is given to the quality of relationships between teacher and learner.

Academies cannot by themselves, resolve all the behaviour issues that children and young people face. It is therefore essential that schools work in partnership with other schools/academies and outside agencies. It may be appropriate to assess pupil needs by using the Common Assessment Framework (CAF).

Home-school agreements

The Education Act 1998 and code of practice/regulations required all schools to have a home-school agreement that set out the responsibilities that are considered to be those of the home and those of the academy and what is expected of the academy, the parents and the pupils.

It is good practice to include the academy's discipline policy in the information pack for parents. Good communication helps parents understand academy policy and provides a strong foundation on which their support for academy discipline can be built.

Formulating a behaviour policy

In consultation with the Principal and his or her senior staff, the following questions may be helpful, to test the strength and effectiveness of a behaviour policy:

- Are there checks and balances in the academy's policy on pupil discipline to ensure that minor incidents are not allowed to get out of proportion?
- Are governors aware of the practice adopted by other schools/academies with comparable intakes?
- Do governors give sufficient support to the Principal and senior staff in dealing with ineffective staff in order to improve their classroom performance and their ability to handle discipline matters?
- Is the academy's curriculum appropriate for the pupils receiving it?
- Is the academy fair in its dealing with all ethnic minorities?
- Has the academy's policy on discipline and in particular on the use of fixed-term and permanent exclusions been communicated to parents on entry and agreed by them?
- Has the academy's policy been published, understood by staff, parents and pupils, and is it fully supported by the governors?
- Is the recording of incidents in pupils' files, and the reporting thereof to governors, done in a consistent and clear way, with the involvement of parents at key stages?
- Does the academy's policy demonstrate a progression of punishments with permanent exclusion being used as a last resort?
- Is there clear guidance on what can lead to permanent exclusion particularly in relation to drug or alcohol abuse? Many academy discipline policies are unclear about the action that will be taken in these areas.
- Is there a proper balance between rewards and sanctions in the general policy on discipline and are staff expected to behave in the same way to pupils as pupils are expected to behave towards them?

Rewards and sanctions

Academies should have specific guidelines to ensure that consistent application of rewards and sanctions.

The role of the curriculum

One of the most significant factors in developing and maintaining good pupil discipline is highly effective teaching which promotes successful learning through a relevant and engaging curriculum.

Conclusion

It is highly beneficial for good order in academies that well-defined policies clarify:

- the standards of behaviour which are expected of all their pupils,
- the hierarchy of rewards and sanctions and how they will be fairly and consistently applied,
- clear indications about unacceptable behaviour strategies to tackle bullying, racial and sexual harassment and the academy's policy on detention and exclusion, if these sanctions are used,
- how staff will be expected to uphold and, where necessary, enforce the standards; and,
- the measures that are available when behaviour falls below an acceptable level.

Without a strong commitment to positive discipline in the academy by governors, staff and parents, effective teaching and learning will not take place.