Olive Academies

Statement of Behaviour Principles & Behaviour policy

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Document control table	
Title	Statement of behaviour principles and behaviour policy
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Updates/revisions included since previous version:	• Statement about COVID-19 on cover sheet • Inclusion of trustees and AAB members in roles and responsibilities section (2) • Additional strategies used by coach added • Reference of posters displaying rewards in academies • Clarification about reflection spaces

Academies to note:

This is an OA policy which has been developed in partnership with all the academies and will be reviewed on a regular basis based on feedback from the academies about how it is working in practice.

COVID-19 outbreak – update July 2020

The Department for Education has outlined its guidance for full opening of schools from September 2020. To ensure that it is clear what additional expectations there are on pupils when they are in school during this outbreak, the trust has developed some specific guidance on behaviour principles related to keeping safe from coronavirus. These should be read in conjunction with this policy and are available on the 'behaviour' page of each academy website.

Olive Academies: Statement of Behaviour Principles

At Olive Academies, we aim to provide all our pupils with the best possible standards of education. We want our academies to be a 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.

We believe all of our students have the ability and the right to learn and achieve. We support success by encouraging our young people to 'dare to be Olive'.

Students are positively encouraged to be ready to learn, be respectful and be safe whilst at the academy. Students are awarded Olive character points for exceptional behaviour during the academy day. Parents/ carers are regularly updated about each student's behaviour achievements.

We want our academy to be an environment which is safe, supportive and free from intimidation. We actively promote a culture of awareness, tolerance and inclusion where all forms of bullying are unacceptable. Please also read our academy's full Anti-bullying Policy for further advice and information – this is available on our academy website.

Our Values

Olive Academies

CONVICTION

We are the best that we can be.

We have the courage to do what is right.

We are brave and resilient.

AMBITION

We work hard because our futures depend on what we achieve.

We are engaged in our learning at school and beyond.

We bring out the best in ourselves and each other.

DETERMINATION

We do not give up.

We give our best.

We overcome obstacles.

REFLECTION

We see every lesson as a new opportunity.

We learn because we make mistakes.

We use feedback to improve.

Behaviour policy and procedures

1. **Aims and purpose**

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 academy and to provide a sound foundation for the OA's efforts to raise student achievement.

The purpose of this policy is to provide a simple and practical code of conduct for staff, students and pupil, parents/carers which:

- explains the roles and responsibilities of all in the academy community
- provides strategies and guidance for supporting positive behaviour and character
- allows behaviour to be taught through positive interventions
- promotes self-esteem and self-discipline, and taking responsibility for one's own actions
- clearly defines expectations and outlines processes for upholding these expectations
- sets out how the academy addresses some specific incidents of misconduct

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

2. **Roles and responsibilities**

The trustees are responsible for monitoring the effectiveness of this behaviour policy across the trust and holding the senior leaders to account for its implementation. **Academy Advisory Board (AAB members)** will receive regular reports on behaviour at its meetings and will hold the headteacher to account for its implementation within the academy.

The headteacher
The headteacher should work with all in the academy community to ensure that the academy environment encourages positive behaviour and that staff deal effectively with poor behaviour and monitor how staff implement this policy to ensure that the Olive approach to behaviour management is applied consistently.

All 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, have fair and consistent treatment, which promotes positive attitudes and behaviour, and where students recognise that bullying of any form will not be tolerated
- 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 OA guidelines on daring to 'be Olive' and use the guidelines in the way they communicate with students so that the expectations and practice becomes more embedded within the learning environment
- 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 **'dare to be Olive'** character and consequences reporting system
- 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
- follow this **behaviour policy** and procedures when the behaviour of students is inappropriate

To support staff in using the 'be Olive' ethos, a variety of visual materials are available within the academy. These include posters, postcards, leaflets and in the majority of cases, access to the Arbor reporting system within each classroom.

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. Examples of responses that might be taken within the classroom include:

- using the 'dare to be Olive' language and visual aids when dealing with classroom behaviour
- using all data and information available to ensure teaching is individualised and appropriate
- reporting all behaviours both positive and negative in the academy's school information system (Arbor)
- changing the seating arrangements

The coach

The coach 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 may employ one of the strategies below:

- gather information from other 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 attitudes (PDBA) in the academy who will work with the coach and tutor and identify other agencies who may be relevant to engage with to provide additional specialist support to the student concerned
- use attendance data provided by the Trust EWO to inform discussions with parents/carers
- monitor and evaluate the information regarding each student's character and consequences to inform discussions with students and their parents/carers

Parents/Carers

Parents and carers are expected to:

- support their child in adhering to the 'dare to be Olive' approach
- inform the academy to any changes in circumstances that may affect their child's behavior
- discuss any of their own concerns about their child's behaviour with the academy promptly
- attend meetings to discuss their child's personal development, behaviour and attitudes
- respond to phone calls when academy staff call to discuss their child's progress

All staff, parents and carers, and students are told about the Olive approach to encouraging positive behaviour when they arrive at the academy, and are asked to sign to confirm their acceptance of these expectations.

3. 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.

- **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, '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)
- Exit / time out

4. **Character and consequences**

The 'Dare to be Olive' behaviour management system is based on the notion of character points and consequences. The core principle of our approach is that all students start on green at every lesson, thereby giving them regular opportunities to reset their behaviour and approach learning in a more positive manner. Points are allocated as follows:

Gold stage
3+ Olive Character Points
Exceptional Olive behaviours
Exceptional in readiness to learn, respect and safety

Green stage
2 Olive Character Points
Embedded Olive behaviours
Be ready to learn
Be respectful
Be safe

Amber stage
1 Olive Character Point
Emerging Olive behaviours
Not yet consistently ready to learn, respectful and or safe

Red stage
0 Olive Character Points
Not yet Olive behaviours
Persistently not ready to learn, respectful or safe

Character points are recorded on Arbor at the end of every lesson, and students have a visual reminder of what stage they are at during the lesson. At various points during the day/week/term, there are opportunities to celebrate character points in different ways, including: public acknowledgement in assemblies; phone calls home; tea with the headteacher/CEO; a rewards breakfast or hot drink; a special activity. Details of these are displayed on posters within each academy.

It is recognised that at certain points, students will behave in a negative way, and that this will result in a consequence. Consequences are allocated dependent on the level of behaviour and its impact on the academy community. Consequences that may be used include: additional work set after the end of the school day; a phone call home; lunchtime or break time detention; use of a report card; a meeting with a member of the senior leadership team or the headteacher; a meeting with a member of the AAB; community service.

5. Fixed Term Exclusion

External exclusion is a consequence that is 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, and the decision will be made taking into account the needs and vulnerabilities of the student concerned. Example circumstances of when fixed term exclusion include:

- Assault on a student or adult
- Arson
- Drug taking or supply
- Use or intended use of a weapon
- Abusive incident where there is a clear victim (Racist, Homophobic, Sexist etc)
- Systematic bullying
- Damage to academy premises
- Persistent refusal to comply with instructions

The headteacher reserves the right to use FTE for other behaviours in exceptional circumstances as needed.

The academy follows a standard process around reintegration whereby the lead for behaviour within the academy contacts the parent/carer immediately following an exclusion to invite them to discuss the exclusion and invite them to a return from exclusion meeting. The behaviour lead meets with the student and parent if possible, as soon as they return on site. A student's return will not be delayed if a parent cannot attend the return from exclusion meeting.

6. Phased Integration

In some cases, students will be considered for a phased return to the academy whereby they do not initially return full time. Criteria for considering a phased integration plan (PIP) are:

- A student who has received multiple exclusions.
- To support a risk assessment where a student is identified to be at risk to themselves or others.
- A medical reason, with sufficient medical evidence, to state a student is unfit for 25 hours of education

Should a PIP be introduced, a clear chronology must be collated to demonstrate the provisions implemented to this point and reasons why a PIP is in place. A decision will be made by the behaviour lead for the academy in consultation with the Senior Leadership Team of the academy. If a decision is made to complete a PIP then a meeting will be arranged with the parent and student prior to any changes. A six week PIP will be agreed with the parent/carer along with fortnightly review meetings.

7. Criminal activity

If a student commits a criminal act that we become aware of, including damage to academy property and items, 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 academy.

In addition, as outlined in our Charging and Remissions policy, we will not hesitate to charge students and their families for the cost of repairing academy property and items in cases of deliberate damage.

8. Malicious accusations against academy staff

Where a student has been proved to have made a malicious accusation against a member of academy staff, sanctions may be made. This is in line with current government recommendations. The decision on how to proceed should be dealt with sensitively and according to circumstances. In order not to deter genuine allegations from being made by students. The student found to have made a malicious accusation should:

- be offered confidentiality and may (according to the circumstances):
- receive counselling to help identify the reasons why they made the allegation
- be included or excluded
- possibly face criminal proceedings

9. **Positive handling and de-escalation**

The OA Multi-Academy Trust Board has a duty to ensure the health, safety and wellbeing of everyone in the academy. Positive handling is deployed when all other aspects of this policy have been exhausted. In limited circumstances, staff may use reasonable force to restrain a pupil to prevent them:

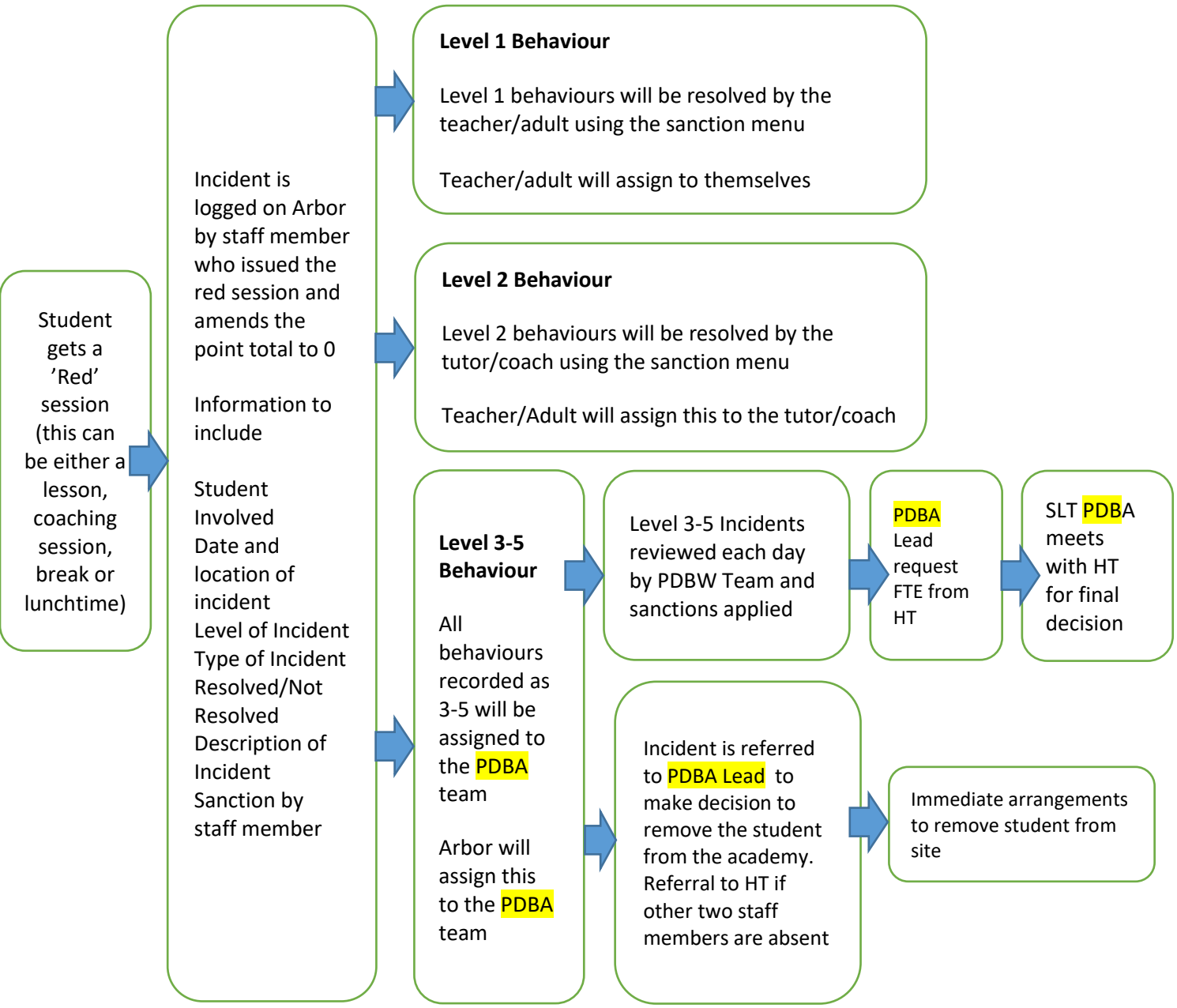
- causing disorder
- hurting themselves or others
- damaging property

Incidents of physical restraint must:

- **always be used as a last resort**
- be applied using the minimum amount of force and for the minimum amount of time possible
- be used in a way that maintains the safety and dignity of all concerned
- never be used as a form of punishment
- be recorded and reported to parents

Please refer to OA's positive handling and de-escalation policy for more detail on this.

10. **Incident reporting structure**



11. **Reflection spaces**

Within each academy there are allocated areas which are used for:

- Accessing support on behaviour when a student is taken out of a lesson so they can have space to reflect prior to returning to the classroom environment
- Transition back into school following a period of fixed term exclusion (known as the Bridge in some academies)

These rooms are flexible spaces, managed by an associate tutor/learning mentor. This person 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
- small group or 1:1 intervention or coaching
- when a student is on a reduced timetable

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 reflection 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/associate tutor 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 academy policy and intervention.

13. Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- drug paraphernalia
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
- to commit an offence, or
- to cause personal injury to, or damage to the property of, any person (including the pupil).
- headteachers and authorised staff can also search for any item banned by the academy which has been identified in its rules as an item which may be searched for – this includes mobile devices.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

14. Transition

Most of our students come from a mainstream school and will be at our academy for a limited amount of time before returning to their school or an alternative. Therefore transition in and out of the academy should be handled carefully and in a supportive way.

On arrival at the academy, each student meets with academy staff to complete an induction session during which parents/carers, the student will be told about our guidelines on behaviour and our approach – all are asked to sign the home academy agreement to show they have understood this. Information from the previous school will also have been provided to the academy, which will help academy staff understand the student's needs and background in more detail.

When a student is leaving, to ensure behaviour is continually monitored and the right support is in place, information regarding student behaviour may be transferred to relevant staff.

15. **Training**

Our staff are provided with training on managing behaviour, including proper use of positive handling, as part of their induction process. In addition, there are ongoing programmes of training related to behaviour management, such as restorative practice.

16. Monitoring and evaluation

The OA MAT board is accountable for the outcomes of pupils and students 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 academy advisory board 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, new and supply staff being provided training on an ongoing basis.

17. Links to other policies

- Anti-Bullying policy
- Positive handling and de-escalation policy
- Complaints policy
- Safeguarding and child protection policies
- Online Safety and acceptable use agreements
- Curriculum Policies such as PSHE and RSE