



Aspire Accomplish Achieve

University Academy Keighley
Behaviour Policy: Positive Discipline
2018 - 2019

Complete guide for staff
Complete guide for parents/carers

CONTENTS

1.0	Roles and Responsibilities	3
2.0	Suggested Audience	3
3.0	Related Policies	3
4.0	Rationale	3
5.0	Policy Aims	4
6.0	Behaviour guidelines	5
7.0	Student Behaviour outside the Classroom.....	5
8.0	Monitoring and review of this guidance	7
9.0	Approval by Governing Body and Review Date.....	7
	Appendix 1 Exclusion Guidance	8
	Appendix 2 Positive Discipline Strategy:	8

1.0 Roles and Responsibilities

The responsibility for the implementation of this policy and provision rests with the Principal. On an operational basis, the management, responsibility and evaluation of this policy is undertaken by the **Vice Principal - Standards** who has overall responsibility for the implementation, management and monitoring of **Positive Discipline**. However, the daily implementation of this policy and **Positive Discipline** are the responsibility of every member of staff and every student (to be supported by parents and/or carers) at University Academy Keighley as we are all crucial members of our successful community.

2.0 Suggested Audience

The suggested audience for this Policy is all stakeholders: every member of the school community, i.e. staff (whether permanent or visiting), governors, every student and his/her parents/carers at University Academy Keighley.

3.0 Related Policies

3.1 This policy is part of a suite of policies which should also be referred to:

- Safeguarding
- Inclusion/SEN/D
- Teaching and Learning
- Prevention of Bullying Policy
- Uniform Policy
- Gifted and Talented Student Provision
- Equal Opportunities Policy
- Mentoring and Guidance of Students
- Assessment and Reporting Arrangements
- Home – Academy Agreement
- PSHE
- Educational Visits Guidelines

4.0 Rationale

4.1 University Academy Keighley promotes itself as an inclusive community that focuses on the positive promotion of self-worth and competency of every student. University Academy Keighley believes that every student has the right to learn and develop as an individual.

4.2 University Academy Keighley believes that good behaviour and positive attitudes to learning need to be supported and, therefore, it is the responsibility of every member of staff to model positive behaviour and create a community of mutual respect.

4.3 The shared vision, clear goals, sense of community and professionalism amongst all staff will drive high expectations and aspirations for all students.

4.4 It is the responsibility of all Academy personnel to maintain a calm, caring and purposeful learning atmosphere. Every member of staff is responsible for student behaviour and will have to manage students whose behaviour can disrupt learning. A common and consistent approach is crucial to effective behaviour management and this is encapsulated in the systems and processes outlined in the **Positive Discipline** strategy.

- 4.5 University Academy Keighley recognises that securing the constructive engagement of students involves the planning of learning experiences that are: relevant; engaging; appropriately differentiated and offer sufficient and explicit opportunities for success and praise. This is an integral part of our Behaviour Policy.
- 4.6 We expect the highest standards of behaviour both during the day, when travelling to and from the Academy and when acting as ambassadors for the academy, whether on or off-site, and whether in uniform or alternative dress.
- 4.7 University Academy Keighley recognises the importance of belonging to the Three Valleys Behaviour and Attendance Collaborative (BAC), as part of our responsibility to promote the interests of the children in our care and those in the wider community. The Academy also works within the Local Area Partnership (LAP) and Safer School Partnership.
- 4.8 University Academy Keighley holds the highest expectations of every student and supports this through:
- the consistent use of praise to build a sense of self-worth;
 - the fair and consistent application of common rules, routines, rewards and sanctions;
 - the use of de-escalation strategies which prevent confrontation and over-reaction, through a restorative approach and involving the family.

5.0 Policy Aims

- 5.1 Through this policy University Academy Keighley aims to:
- provide clarity to ensure that the responsibilities within the behaviour process are made clear to each relevant group – teaching and associate staff, students, parents/carers and governors;
 - offer clear behavioural expectations;
 - support students to develop these;
 - ensure all students, staff, parents/carers and governors have a good understanding of aims and expectations of the **Positive Discipline** system;
 - ensure there is fair treatment for all;
 - keep listening to stakeholders in reviewing this policy and its implementation through the **Positive Discipline** strategy.
- 5.2 Where students have recognised behavioural difficulties, individual learning and behaviour plans will be put in place (designed and monitored by the Lead Behaviour Director and the SENCo). Targets and reasonable adjustments will be monitored and reviewed regularly by the appropriate staff with the involvement of the student's parent(s) / carer(s). The targets and strategies for supporting these students will be shared with all relevant staff so they can be included in their lesson planning and any organisational considerations.
- 5.3 The Principal has certain legal responsibilities in developing the behaviour policy and will ensure that the measures aim to: promote appropriate behaviour and respect; prevent bullying; ensure that students complete assigned work and regulate the conduct of students.

6.0 Behaviour guidelines

6.1 The following guidelines will help to promote a positive attitude to behaviour. Students are expected to be:

- aware of and follow the **Positive Discipline** expectations;
- considerate and respectful;
- safe;
- punctual;
- ready to learn with all their equipment;
- proud of their achievements.

6.2 University Academy Keighley will seek the support of its students to ensure the key behavioural expectations are shared with students and their parents / carers in a language and manner that is understood and inviting. This will be under regular review to ensure the message is kept alive and meaningful and that it is owned by the community it serves.

6.3 Clear references and explanations of the **Positive Discipline** system will be displayed throughout the Academy. These will be accessible to all students and staff and explained in terms that they understand. Where students present with behaviour or communication difficulties it is recognised that acceptable behaviours may have to be explicitly modelled and taught. Some students will need support to achieve acceptable behaviour and it is recognised that some behaviours may not be achievable for all students. In all cases:

- every student should be made clear about what is appropriate behaviour, and
- expectations of differentiation must be shared clearly with all staff.

6.4 To ensure every member of the community within University Academy Keighley is clear about **Positive Discipline**, we will ask students, staff and parents/carers their opinions annually, about how **Positive Discipline** is working, its impact and where it needs to improve if appropriate.

7.0 Student Behaviour outside the Classroom

7.1 Staff Supervision

It is the responsibility of all staff to maintain an orderly environment around the Academy:

- All staff must be conscientious in the undertaking of duties at break and before and after school.
- All staff should actively reinforce the Academy's expectations in terms of **Positive Discipline** by supervising the adjacent corridors and exits from the classroom doorway at the beginning and end of lessons.
- Members of staff on duty have a responsibility to challenge behaviour within the duty area.
- Staff should challenge and deal with inappropriate behaviour at any time and in any place.
- All staff should praise and reward students using verbal praise and the stamps in planners both in lessons and around school, part of the positive discipline system.

7.2 Student Movement

7.2.1 Inside the building, students should be:

- considerate and respectful;
- orderly (walking and not running; talking not shouting);
- keeping to the left on corridors and stairways;
- taking care when passing through doors and when on balconies.

7.2.2 Students need to take responsibility to move to their next lesson quickly and quietly.

7.2.3 Individual students may be moving within the Academy buildings during lessons, in all cases they must have a specific permission pass written into their planner from a member of staff to do so.

7.3 Access to the Academy building before and after School and during Breaks and Lunchtimes

7.3.1 Students may only use designated and supervised areas and move through the specified routes to these.

7.4 Managing behaviour off-site

7.4.1 The Academy will act reasonably, both in relation to expectations of student behaviour and in relation to any measures determined for regulating student behaviour, when off the Academy site and not under the supervision of an Academy staff member. The Academy will decide what to take into account in deciding whether a rule or sanction in a particular case is reasonable. The following factors will be taken into account (which may not all apply to every incident):

- the severity of the misbehaviour;
- the extent to which the reputation of the Academy has been affected;
- the extent to which the behaviour in question would have repercussions for the orderly running of the Academy and/or might pose a threat to another student or member of staff;
- whether the misbehaviour in question was on the way to or from the Academy, outside the Academy gates, or otherwise in close proximity to the Academy; and
- whether the misbehaviour was while the student was on work experience, taking part in a further education course as part of an Academy programme, or participating in a sports event with another Academy or school (i.e. when the student might be expected to act as an ambassador for the Academy), which might affect the chance of opportunities being offered to other students in the future.

7.5 Objectives for regulating offsite behaviour

- To maintain good order to and from school including transport, educational visits or other placements, e.g. work experience or college courses.
- To secure behaviour which promotes the health and safety of students, staff or members of the public.
- To provide reassurance to members of the public about care and control of students and thus protect the reputation of the Academy.
- To provide protection to individual staff/students from harmful conduct by students of the Academy when not on the site.

7.6 Many extended school activities take place on Academy premises. Behaviour during such activities will be dealt with in the same way as any other on-site activity. Behaviour during off-site extended school activities, which are not supervised by Academy staff, will be considered in the same way as behaviour during, such activities including, Further Education College or work experience placements. This Behaviour Policy will be shared with providers of activities who are not Academy staff and the expectations of the Academy with regards to behaviour will be clearly communicated.

7.7 Communicating the rules on behaviour out of school

7.7.1 University Academy Keighley will work with transport providers to agree how behaviour on public or contract transport should be addressed. We will make clear statements about rewards and consequences (including loss of access to transport) to improve behaviour. Expectations will be made clear either through a 'safe travel' lesson as part of the student curriculum or a briefing in advance of an educational trip or visit in the Academy.

7.7.2 University Academy Keighley may discuss policies relating to offsite behaviour with local groups, e.g. Neighbourhood Watch, retail staff, street wardens and police to establish clear communication routes and operational strategies.

7.7.3 The Academy will, through standard communication routes, set out how parents/carers can;

- report specific incidents of inappropriate offsite behaviour of students;
- be assured that close liaison, as necessary, with neighbourhood police teams or other agencies, e.g. transport providers, can deal with the issues.

7.7.4 A standard procedure for applications for educational visits will include clear statements to parents/carers and students about behaviour standards and processes.

7.7.5 The staff handbook includes clarity about expectations and procedures related to transport, educational visits, work experience and college placements. It should also makes clear to staff procedures relating to poor conduct by students off-site.

8.0 Monitoring and review of this guidance

8.1 The Vice Principal - Standards, together with the Lead Behaviour Director will monitor the implementation of this policy and the Positive Discipline guidelines and will provide an annual report to the Governing Body, detailing any recommended changes.

9.0 Approval by Governing Body and Review Date

9.1 This policy and plan has been formally approved and adopted by the Governing Body at a formally convened meeting.

Policy approved:

(Chair of Governing Body)

Date:

September 2018

Appendix 1 Exclusion Guidance

At UAK we follow the Bradford District guidance on Exclusions. <https://bso.bradford.gov.uk/Schools/CMSPage.aspx?mid=348>

Decisions to exclude pupils from school are made by the Headteacher. There are three types of exclusion which require the completion of an [Ex1](#).

Fixed Term

These are short-term exclusions and pupils are given a date for return to school.

Lunch time

Pupils whose behaviour is disruptive may be excluded for a fixed period of ½ day.

Permanent

On day 1 of a permanent exclusion, schools must send a completed [Ex1](#), copy of Headteacher letter and form [Ex3](#) to Behaviour Support Service, Children's Services. Pupil [Witness statements](#) where possible should be obtained.

In the event of a permanent exclusion day 6 provision is organised by Children's Services.

[Day 6 Provision - Children's Services Guidance](#)

For all excluded pupils, the laws states the Headteacher must write to parents straight away stating:

- The type of exclusion imposed
- The reason for the exclusion
- When the pupil may return to school if it is a fixed term exclusion
- How parents can appeal against the exclusion

[Letter 1](#) - Fixed-period exclusion of less than 6 days, and where a public examination is NOT missed

[Letter 2](#) - Fixed-period exclusion of 6 to 15 days, or where cumulative exclusions in the same term fall within this range

[Letter 3](#) - Fixed-period exclusion of 16 or more days or where cumulative exclusions in the same term are 16 days or more

[Letter 4](#) - Permanent exclusion letter to parent

[Letter 5](#) - Notification of PDC decision upholding permanent exclusion

[Letter 6](#) - Notification of PDC decision - re-instatement

Enclosed with each letter will be a copy of the [Guidance for Parents Leaflet](#).

Pupils with SEN

Pupils with SEN statement should not be permanently excluded in the first instance. School should make a fixed term exclusion and contact the SEN officer for an urgent review of the statement.

Appendix 2 Positive Discipline Strategy:

<..\..\StaffPolicies\Behaviour Policy Appendix 2 Positive Discipline Strategy.pdf>