UNIVERSITY ACADEMY OF ENGINEERING SOUTH BANK

Behaviour for Learning Policy

Introduction

University Academy of Engineering South Bank endeavours to provide a safe learning environment in which students can feel and be safe, enjoy and achieve. The Academy recognises the inter-relationship between providing high quality teaching and learning opportunities and a stimulating learning environment on promoting positive learning behaviours and good order. University Academy of Engineering South Bank's behaviour management strategy emphasises positive strategies and a range of interventions in order that the Academy's environment is one of cooperation, respect and shared responsibility. Behaviour is never somebody else's responsibility, it is all of ours.

To achieve these outcomes teachers and other Academy employees will be supported so that they are skilled at managing and improving students' behaviours for learning. The Principal and senior leaders will help to create a culture of respect by reinforcing and making explicit the desired standards of behaviours. This will be done by the Principal supporting their employees' authority to discipline anti-social and disruptive behaviours, and the students who exhibit such behaviours, and ensuring that this happens consistently across University Academy of Engineering South Bank.

Aims

To achieve our aims employees at University Academy of Engineering South Bank will:
- Provide a safe, welcoming environment
- Place the emphasis on learning and teaching
- Recognise, praise and reward appropriate behaviour
- Ensure early intervention of any and all inappropriate behaviour
- Ensure students follow the Academy's expectations at all times
- Take responsibility for behaviour initially – seeking support/advice when required
- Ensure sanctions are in proportion to the nature of the incident and the circumstances/needs of the student
- Work in partnership with parents and carers
- Develop the attributes of good 'connections'; local, national and global.

Positive Reinforcement and Rewards

The Academy recognises the power of making explicit the desired standards of behaviour for learning and of positively reinforcing high standards of learning and co-operative behaviours. This has both the impact of teaching and reinforcing expected behaviours and has a motivational role in helping students to realise that good behaviour is valued. Recognising and rewarding positive attitudes and learning behaviours are central to the promotion of good behaviour and good order.

The University Academy of Engineering South Bank will frame all behaviours for learning through the context of good citizenship, encouraging and developing these attributes as lifelong habits:

The following should underpin all of our interactions with students and each other:

- **Connecting** all behaviours with learning
- **Challenging** all students to have the highest standards and expectations
- **Creating** a safe and positive learning environment by listening to each other, showing respect and treating everyone as an individual

In the class room:

Staff will remain creative and feel empowered to use their individual 'toolkits'. However, a new tariff system will now be introduced.

Three warnings system, after the third warning the student is removed and 'Parked' in a neighbouring class. 20 minute detention must then be served that day.

S1	Student informed of warning and their name written on the board by the S1 of the red arrow
S2	Student informed and name moved to S2 of the red arrow
S3	Student informed and name moved to S3 of the red arrow Email sent to park@uaesouthbank.org.uk stating student; this student will then be collected Before leaving teacher reminds student to return to their classroom to sit the 20 min detention *

*Students will be collected from period 4. A list of 'parked' students will also be sent to SLT and Reception to remind the students.

If the 'Parking' fails, then another email is sent to isolation@uaesouthbank.org.uk student is collected and placed in the Isolation Room. **

When in the Isolation Room the teacher in charge decides on the following steps;

- Student leaves at the end of the period

- Remains for the rest of the day and beyond the Academy day

- Isolated in the room the following day (must be agreed by SSM or SLT)

- SIMS electronic report for the rest of the week

- **A student can be immediately sent to the Isolation only by a designated member of staff (usually SLT, SSM). This could be for extreme rudeness or a fight.

Set of sanctions used within school:

S3	S3 (20 min) is issued for disruption to learning in lesson. Issued by the class teacher.
Outside the class room	Out of class detention (20 min) is issued for students misbehaving before school, in between lessons, break, lunch or after school
Late to lesson	Late detention (20 min) for students late to any lessons during the day.
Preparation for Learning	Prep 4 Learning detention (break time) for students identified during Community time not having correct equipment. Also any students late to school.

Rewards

P1, 2,3s are awarded in class for positive behaviour. These are issued in the same way as with the S1-3 in the class room but using the green arrow. All Ps must be then added to SIMS by the teacher. To further enhance this system at the end of every Module the students with the most P3s 'win' a seat on the 'Rewards bus'. Weekly updates of P3/S3s totals sent to Community Leaders/Leaders of Learning/SLT to monitor and act upon.

Business attire, behaviour around the building and out of lessons
Students are expected to behave in a manner which respects themselves and others. This applies to use of language, the way they act and behave and in the manner in which they respond, all of which should demonstrate courtesy and consideration.

Positive behaviours include setting high standards by wearing correct Business attire and moving in a manner which is orderly and respects the health and safety of others. The Academy reserves the right to correct inappropriate or incorrect items of Business attire by making contact with parents or carers or by sending students home once parental or carer consent has been obtained.

Attitude to Learning
In class they are required to demonstrate positive learning attitudes and to allow others to learn free from disruption. In line with the Academy's belief in positive reinforcement, students who display positive learning behaviours and attitudes to learning should receive appropriate praise and recognition. Adverse behaviours, and students displaying adverse behaviours, will be corrected in line with the Academy's range of sanctions. Additional to

the types of behaviours which place a student at risk of exclusion, poor learning behaviours and attitudes to learning include a lack of effort, a lack of learning, behaviours which interrupt the learning of others and demonstrating challenge or a lack of co-operation. All students will be awarded with an Attitude to Learning score (1-4) in every end of Module report.

Preparation for Learning

All students are expected to display appropriate attitude to learning which shows a respect for their own learning and the learning of others. This includes arriving for lessons in good time, equipped for learning (Preparation for Learning). If a student arrives late to school and/or doesn't have the correct equipment (isn't prepared to learn) then they are issued with a break time detention that same day.

Disciplinary Sanctions

Dependent on student age, the nature of the offence and the severity of the behaviour, the Academy will use a range of strategies to correct student behaviour. The range of sanctions includes:

- Informing students of the errors of their ways and supporting correction
- Partnering with parents and carers to improve behaviours (phone calls and meetings)
- Restorative practice
- Making good the missed learning
- Community Service
- Saturday Community Service
- Removal from the lesson to learn under supervision elsewhere
- Setting improvement targets
- Use of off-site intervention provision
- Break time isolation
- In line with University Academy of Engineering South Bank's Exclusion Policy, use of external exclusion

This list is not intended to be exhaustive or serve as a hierarchical list but helps to illustrate the sanctions used.

Monitoring, Support and Intervention

Through the pastoral and guidance systems University Academy of Engineering South Bank has employees whose role is to support student welfare and well-being. This includes helping to make explicit the Academy's expectations, to reinforce positive learning attitudes, to apply disciplinary sanctions and to monitor behaviours which give rise to concern.

The Academy accepts that for a wide variety of reasons some students require additional support in order to learn and display positive learning behaviours. For these students the Academy will draw on a range of support interventions in order to support and re-track behaviours. Strategies include consideration of curriculum need, additional learning

support, and identification of Special Educational Needs, additional internal provision, supported using a Personal Learning Plan (PLP) and use of external expertise and short term placements.

Exclusion

While the Academy will take all reasonable steps to meet individual needs and help individuals to improve, the Academy will not tolerate behaviours which do not support the well-being or learning of others, or where in spite of support and intervention there is minimal or no improvement.

In line with University Academy of Engineering South Bank's Exclusion Policy, exclusions whether fixed-term or permanent may be used in response to any of the following, all of which are examples of unacceptable conduct and breach the Behaviour for Learning Policy:

- Physical assault against a student
- Physical assault against an adult
- Verbal abuse or threatening behaviour against student
- Verbal abuse or threatening behaviour against an adult
- Bullying
- Racism
- Sexual misconduct
- Drug and alcohol related behaviour
- Damage
- Theft
- Persistent disruptive behaviour
- Weapons related
- Posing a health and safety threat

Also in line with the exclusion policy, the Academy will not tolerate persistent and defiant behaviours over time where sanctions and interventions have failed to bring about positive improvement. In these circumstances a student's behaviour would be deemed to be seriously harming the education and welfare of the student or others in the Academy, thus placing the student at high risk of permanent exclusion.

For further detail on the circumstances in which the Academy will either use a fixed term exclusion or permanently exclude a student, refer to the Exclusions Policy.

Freedom from bullying

The University Academy of Engineering South Bank recognises that for students to feel and be safe, they need to be supported and protected from the impact of bullying. The Academy also acknowledges its duties and responsibilities under the *2006 Education and Inspections Act, The Equality Act 2010 and the Children Act 1989*. These place a duty on all schools and academies to have measures to encourage good behaviour and prevent all forms of bullying amongst pupils.

The Academy participates in the annual Anti–Bullying Week, incorporating strategies and materials into the Pastoral Curriculum programme. In respect of anti-bullying the Academy seeks to:

- Actively involve and inform families (parents and carers)
- Take any concerns seriously and resolve the issue in a way that protects the child
- Respond in line with a range of strategies including restorative practices while taking appropriate disciplinary sanctions
- Enable students to understand the part they can play to prevent bullying, including when they find themselves as bystanders.
- Make it easy for students to report bullying with the confidence of being listened to and incidents acted on. This includes in and out of the Academy and including cyber bullying.
- Update policy and practice including new technologies, for instance updating 'acceptable use' policies for all technological devices
- Appropriate to student age, promote tolerance, understanding and challenge prejudice through the Pastoral Curriculum programme and the PSHE Curriculum
- Work with the wider community such as the police and children's services where bullying is particularly serious or persistent and where a criminal offence may have been committed.

The broader elements of ensuring that students are able to understand and respond to risk are covered by the Academy's safeguarding practices and through the PSHE programme.

Behaviour outside University Academy of Engineering South Bank

Students who breach University Academy of Engineering South Bank's Behaviour for Learning Policy whilst on Academy business such as visits and journeys, sports fixtures or a work-experience placement will be dealt with in the same manner as if the incident had taken place at the Academy.

For incidents that take place outside the Academy and not on Academy business, this policy will still have effect if there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body as a whole. This includes behaviour in the immediate vicinity of the Academy or on a journey to and from the Academy. Other relevant factors include whether the student is wearing Academy business attire or is in some other way identifiable as a student at the University Academy of Engineering South Bank and whether the behaviours could adversely affect the reputation of the Academy.

For acts of aggression or acts which threaten the health and safety of others, the Academy reserves the right to involve the police. Equally, if the Academy considers that the behaviour might be linked to a young person suffering, or being likely to suffer significant harm; safeguarding procedures may be applied as required.

Screening and searching students

The Academy acknowledges its duties and responsibilities under the *Education Acts of 1996 and 2011*, *Education and Inspections Act 2006* and *Health and Safety at Work 1974* in respect of screening and searching students. As a result, Academy employees may search students' clothing, bags or lockers without consent for any banned item we believe could cause harm. This process will be governed by internal procedures and will only be undertaken by designated staff.

The Academy may involve the police or initiate safeguarding processes.

The use of reasonable force
The Academy acknowledges its duties and responsibilities under the *2006 Education and Inspections Act* in which all Academy employees have a legal power to use reasonable force to prevent students committing a criminal offence, injuring themselves or others, or damaging property and to maintain good order and discipline amongst students.
It should be noted that employees cannot be directed or required to intervene but will be supported where reasonable force is deemed appropriate. This process is one which requires appropriate training.

Malicious accusations against Academy staff
The Academy recognises that there may be occasions which are justified when a student needs to raise issues about the actions of an Academy employee and has procedures for dealing with concerns. However, where the allegation is clearly one of malicious intent or fabrication, the Academy will give due regard to the most appropriate disciplinary sanction to be taken which may include fixed term or permanent exclusion, as well as referral to the police if there are grounds for believing a criminal offence may have been committed.

The Academy will also take seriously inappropriate use of technologies including mobile devices and social networking sites which are targeted at Academy employees.

Active Involvement of Parents and Carers
The Academy believes strongly in the power of working in close co-operation with parents and carers and of the rights and desirability of parents or carers being actively involved in the education of their child. The Academy will therefore seek to involve parents or carers actively on behaviour for learning issues. Approaches will include:
- Early involvement
- Phone calls, meetings, letters and emails
- Home Academy agreement
- Request to attend re-integration meetings
- Invitations to agency meetings
- Follow up and routine communication
- Parental Portal

Parents and carers are welcome to approach the Academy for informal or formal discussions about their child's education.

Monitoring, Evaluation and Review

The Assistant Vice Principal will monitor the implementation and effectiveness of this policy review it annually through the use of data on exclusions and other consequences and report to the Board of Governors. The policy will be promoted and implemented throughout University Academy of Engineering South Bank.