

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.

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.

Engagement in Class

At UAE we recognise the importance of providing a classroom environment conducive to learning. To enhance this, we will implement and follow a model that reinforces the key message that lessons are for learning. We will be taking a zero-tolerance approach to any behaviours that inhibit learning, based on the premise that in lessons all student are expected to be engaged in their learning. Our parents will be guaranteed that their child will be taught in classrooms free of disruption to learning.

Students who fail to meet the engagement expectations will:

- Have their name written on the whiteboard by way of a formal warning and the member of staff leading the lesson will inform the student, clearly stating what the sanction is for. The student will receive a second warning if again; they fail to meet the member of staff's expectations during the lesson.
- The third time during a lesson that a student fails to meet these expectations they will be sent to the Lack of engagement room. The teacher records this on SIMs and the student is collected and given a detention slip.
- If a student is sent to the Lack Of Engagement (LOE) room they will spend the rest of the lesson there.
- On arrival in the LOE room the students complete a reflection sheet explaining why they are there and what they could do better next time. Students then work in silence on the work from the lesson or through prepared packs for English, Maths and Science or they read (they will be instructed by the member of staff on duty in the room).
- The member of staff who sent the student out of the lesson will meet with the student at the end of the day for a restorative conversation, where the student will be made aware of how their behaviour disrupted learning and what needs to be done differently next lesson. To allow this to take place students will be required to remain in school for up to 40 minutes after school. Staff will also call parents to discuss the disruption to learning.
- Refusal to go to the LOE room will result in the student being taken to the Walk in Isolation, if this is refused then Fixed Term Exclusion (FTE) will result

If a student is sent to the LOE room 3 times in a day the third time they are sent to walk in isolation for that lesson.

- The SS admin team will contact parents by email to inform them their child has been removed from class 3 times in a day. This email will be blind copied to the 3 teachers as a reminder for them to call home.

- The teachers will have a restorative conversation with the student at the end of the day as per normal.
 - The teacher will then contact home to explain/discuss the disruption to learning.
-
- A student can be immediately sent to the Isolation room 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 classroom	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 classroom but using the green arrow. P3 points are then recorded on SIMS by the teacher. To further enhance this system at the end of every term the students with the most P3s can participate in the community rewards week. Weekly updates of P3/S3s totals are shared with communities and Community Leaders during weekly assemblies.

Uniform, 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 uniform 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 uniform by making contact with parents or carers or by sending students home once parental or carer consent has been obtained. Mobile phones and headphones are not considered to be conducive to good learning and positive engagement in lessons, as such these items will be confiscated if they are 'on show' anywhere on the academy premises.

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
- 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

Student welfare and well-being is the main role and responsibility of the Heads of House with the support of the community leaders. 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 SEN Support Plan and use of external expertise and short term placements.

Searching, searching and confiscation

In accordance with the *Searching and Screening advice for schools 2018* 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.

Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any item 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 student)

School staff can confiscate any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline and engagement in lessons.

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.

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.

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 Day 10 visits and trips, 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.

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 reintegration meetings
- Invitations to agency meetings
- Follow up and routine communication

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 bi-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.