

# Three Towers

An Alternative Provision Academy

*Expanding Horizons*

## Positive Behaviour Policy

(Secondary)

Adopted: December 2016

Review: December 2019

---

## INTRODUCTION

---

Three Towers AP Academy (TTAPA) is committed to the creation of teaching and learning environments where the learning, social and personal needs of young people are adequately addressed. We aim to empower the learners to achieve in an atmosphere of safety and mutual respect.

By removing barriers to learning that have been entrenched in former educational settings we work to support transfers back to mainstream school, further education, or the world of work. Everyone is expected to behave in a reasonable way, to accept responsibility for their behaviour and to encourage others to do the same.

All staff are expected to challenge behaviours which do not adhere to school expectations and be consistent in using the rewards and sanctions systems. It is acknowledged that behaviour and good discipline is a whole school responsibility.

This policy applies to all learners when or in school, when travelling to and from school and on educational visits.

---

## PURPOSE

---

The purpose of the policy is to provide a simple, practical guide for staff, learners and the parent/carers which outlines our approach to behaviour management that:

- Recognises and positively reinforces acceptable behaviours
- Promotes self-esteem and self –discipline
- Teaches appropriate behaviour through positive behaviour interventions

---

## LEARNER ENTITLEMENT

---

All our learners have a right to:

- learn, and to make demonstrable progress
- feel physically and emotionally safe at all times
- be treated with respect and dignity at all times
- express their feelings in an appropriate way

TTAPA believes that every learner is entitled to an appropriate education which gives them the numerous opportunities to develop their skills, knowledge and emotional literacy to its full potential.

We make explicit the things that learners expect staff to do to maintain a calm and productive atmosphere that is conducive to learning in our **learner entitlement** which is displayed in every classroom. (Appendix 1)

---

## BEHAVIOUR EXPECTATIONS FOR LEARNERS

---

At Three Towers everyone is expected to behave in a reasonable way, to accept responsibility for their behaviour and encourage others to do the same.

We encourage success by supporting them to meet the following expectations:

### **Be ready to learn**

- Be on time, use a clock or a watch;
- Dress appropriately in correct uniform;
- Eat & drink in appropriate places;
- Hand in mobile phones etc. on arrival

### **Be respectful**

- Listen to others and expect to be listened to;
- Follow instructions;
- Use appropriate language;
- Keep hands, feet, objects and personal comments to yourself;
- Look after the building, displays and equipment;
- Stay for the whole session

### **Be safe**

- Follow classroom rules for health & safety;
- Be in the right place at the right time;
- Move safely around the building

Summarised in Appendix 2

### What does this mean in Practice?

#### **Be ready to learn**

- We expect *learners* to be in lessons or other learning activities actively participating in learning throughout the day.
- We expect *parents* to send children in uniform and on time. We expect they will support us in disciplining their child for missing learning and help them complete any missed work. We hold parents accountable for their actions and the actions of their child through our home school contracts
- We expect *staff* to ensure our lessons are engaging, highly differentiated and specifically targeted to help each child make progress from lesson to lesson. We expect that non-engagement will be challenged and worked through individually if necessary with the child concerned. We hold staff accountable

for their actions and professional standards through performance management

### **Be respectful**

- We expect *learners* to talk to staff, visitors, and each other using polite verbal and non-verbal communications. We expect that where this has not happened learners will discuss issues in meetings with staff to prevent further problems and repair relationships. We expect that learners will not disrupt the learning of other learners or cause damage to property, equipment or learning materials.
- We expect *parents* to set high standards for the way their children speak with staff and other learners and support us in any disciplinary actions where this is necessary.
- We expect *staff* to treat our learners with respect. We expect staff to have high expectations of learners' behaviour and achievement and to be positive role models.

### **Be safe**

- We expect *learners* to follow our health and safety rules at all times and refrain from any behaviour or activity that is dangerous to themselves or others. This includes upholding our no smoking expectation.
- We expect *parents* to pay for damage caused by unsafe behaviour and support us in any disciplinary matters concerning safety.
- We expect *staff* to follow our health and safety policy at all times. If staff feel a learner's behaviour is unsafe they must immediately ask them to desist and use a gradual and graded approach to de-escalate the issues. It may be necessary for staff, using their judgment and knowledge from Team Teach training, to physically intervene to prevent significant harm.
- We expect everyone to follow our anti bullying policy. Bullying stops people feeling safe.

---

## **RIGHTS, RESPONSIBILITIES & ROLES**

---

All our staff have a right to:

- teach without undue disruption
- learn how to improve their practice
- feel physically and emotionally safe at all times
- be treated with dignity and respect at all times
- express their feelings in an appropriate way

All staff are expected to:

- treat learners with fairness and respect at all times;
- model appropriate behaviour;

- maintain high expectations of learners;
- recognise and reward appropriate behaviour

*Form Tutors* are vital to the good behaviour of learners. They are responsible for expecting and maintaining high standards within the form group. They should deal initially with problems arising with learners liaising with other colleagues where appropriate. (Appendix 3)

*Subject tutors* have immediate responsibility for the behaviour within their classroom. It must be made clear to learners that they should be adhering to Three Towers' behavioural expectations. Where there are instances of inappropriate behaviour they must be clear that they are personally prepared to do something about it in the first instance. Subject tutors must follow the classroom management response alongside the expectations. (Appendix 4)

*Learners* as individuals, members of teams, members of the TTAPA community are expected to improve their own behaviour so that they consistently show emotionally intelligent behaviour and to support their peers to improve their behaviour.

*Parents/Carers* are expected to support TTAPA's approach to behaviour management in line with this Policy.

---

## PROMOTING APPROPRIATE BEHAVIOUR

---

One of the most effective behaviour management strategies in schools have been shown to be careful planning that prevents difficulties from arising.

Inappropriate behaviour is more likely to occur when learners lack a sense of purpose and / or structure, are presented with opportunities to misbehave or are struggling to deal with external factors unrelated to school. It is preferable to prevent unwanted behaviour from occurring as dealing with unacceptable behaviour wastes time, can lead to confrontation and is stressful for all involved.

This principle is relevant to all aspects of our work both academic and social. Measures can and should be employed to prevent potentially damaging situations from arising by adhering to Learner Entitlement principles.

**Preventative strategies** create a context where acceptable behaviour is positively encouraged and misbehaviour is reduced. An ethos is developed which emphasises co-operation, responsibility, concern for others and self-respect.

Learners know which kind of atmosphere they prefer in school and what they expect of a 'good teacher'. Our experience has shown that over a range of ages children

produce a very similar list of characteristics that they look for in adults who work with them. Learners want adults to:

- Greet them everyday
- Treat them as a person
- Ask and show an interest in them
- Help them learn and feel confident
- Make the day a pleasant one
- Be just and fair
- Have a sense of humour
- Challenge them in their learning

and

- *not to get upset or angry in the face of inappropriate behaviour but seek to understand*

Although they want this for themselves, they also want to for other learners because it makes the learning situation more comfortable. It is evident that learners prefer to learn in a relaxed yet purposeful atmosphere where adults are safely in control; where they can progress their learning with success and be acknowledged by people who matter. We believe that where learners feel they are valued they respect adults and accept their authority. Similarly we recognise the implicit need for young people to develop the skills that make positive relationships with adults possible.

It is critically important that staff working for TTAPA build strong relationships, develop high levels of personal resilience and have high expectations where the quality of learning behaviours are concerned.

Staff should never ignore or attempt to excuse poor behaviour. Rather, they should attempt to understand its communicative intent. We aim to ensure that learners have clear boundaries reflected in a behaviour expectation framework that is underpinned by a clear system of rewards, sanctions and individual support. A common language provides a consistent response where behaviour is unacceptable.

**Routines** support our learners by fixing desired behaviours in their minds. The routines must be explicitly taught for **all** activities; we do not assume learners know them. The more consistency there is over routines, the easier it is for our learners e.g. cross department, cross class – to learn them.

**The Language of Choice** is part of helping our learners to take responsibility for their behaviour.

We actively encourage them to choose the right thing to do, by explaining the consequences of their choices, both good and bad. We use specific descriptive praise when we see them making a good choice – we can never do too much of this.

We link consequences to the choices they make, to help them make the best choice.

This language:

- increases learners' sense of responsibility
- regards mistakes as part of learning
- removes the struggle for power
- is positive
- overtly links responsibility, choice and consequence
- helps them to take responsibility
- helps them to manage their own behaviour
- increases their independence

### **Interventions**

A skilled staff team and/or external agencies provide individual support for learners and their families to deal with ongoing issues. Staff provide pastoral interventions that are underpinned by personal relationships and the careful management of anger, frustration or uncertainty in a safe setting. Where possible it is always our aim to ensure learners are back in their lessons where we know our curriculum will give them the greatest chance of success.

### **Restorative justice**

Restorative justice are adopted wherever possible and offer an opportunity to bring those harmed by conflict and those responsible for the harm into communication, allowing everybody affected by a particular incident to play a part in repairing the harm and finding a positive way forward. Restorative meetings and practice in the school will be facilitated by staff who have had extensive training in restorative solutions. (Appendix 5)

### **Communication**

Timely and clear communication between staff and families supports the management of appropriate behaviour and promotes good discipline. Routine attendance at briefings and meetings allows the staff team to share relevant information regarding learners. Informal conversations during the school day are also critical. Without the timely sharing of information, detailing personal events outside of school for example, staff members are forced to react to behaviour that might otherwise prevented or prepared for.

---

## **RECOGNISING & MANAGING BEHAVIOUR**

---

We believe that it is not always possible to respond to inappropriate behaviour in the same way for every child but it is useful to have a guiding framework of responses to appropriate and inappropriate behaviour. Staff should seek every opportunity to 'catch learners being good' and praise/reward them for this.

**Recognising Appropriate Behaviours** (not an exhaustive list)

Meeting daily and weekly behaviour targets, attendance and punctuality expectations	Verbal Praise Vivo points earned /awarded Enrichment activities Parents / carers informed of behaviour Praise Postcards
Helping other learners or staff	Verbal Praise Bonus Vivo Points Reward Trips Parents / carers informed Praise Postcards / letters home.
Excellent behaviour, work, attendance and punctuality over time.  Meeting/exceeding personal behaviour targets	Verbal Praise Vivo points plus bonus points earned Parents / Carers informed. Display of work around school End of half term reward trips.

**Recognising Inappropriate Behaviour** (not an exhaustive list)

Failing to observe TTAPA behaviour expectations	Classroom management by the teacher as stated in the behaviour expectations. Vivos not earned or deducted SIMS record of behaviour / behaviour logs / pen portrait meetings
Persistent failure to observe TTAPA behaviour expectations	Phone call to parents by form tutor Intervention by Keyworker RJ Timetable / provision reviewed / changed 1-1support Behaviour contract Vivos deducted
Persistent lateness Smoking Use of mind altering substances Vandalism Bullying, racism, sexism, homophobia	Phone call / letter home Parental meeting Possible fixed term exclusion Reduced timetable / review of provision Restorative approaches work
Refusal to leave the class or building Physical or verbal abuse Theft Possession of an offensive weapon Selling or using illegal drugs	Verbal warning Police callout Fixed term or permanent exclusion Parents carers meeting with CLT Timetable / provision reviewed / changed RJ

## **The Hub (Appendix 7)**

The Hub is an integral part of classroom management procedures.

### Proactive intervention

Personalised interventions are designed to help learners identify what triggers their inappropriate behaviour. By learning to recognise when these triggers they are able to choose whether to manage them or not. Learners are encouraged to use the Hub as a strategy to help them calm down and manage their behaviour when they have hit a trigger. Learners should return to class as soon as they are calm and are able to continue learning. Learners can still earn all of their Vivos if the Hub is used appropriately.

### Reactive Consequence

A staged approach gives clear signal to learners of the inevitable consequences of continued misbehaviour. It is vital that staff use a wide range of strategies to help support learners and prevent them from being removed to the Hub.

1. Reminder - Staff use the language of the expectations to explain e.g. “you are not ready to learn”. If a learner does not correct their behaviour the staff should approach the learner and remind them quietly of the expectations.
2. Warning 1– If inappropriate behaviour continues staff should give the learner a formal warning “Name I am giving you warning one around your use of language”
3. Warning 2 – If there is still no improvement explain that the learner has received a second warning and will now not earn their full VIVO points.
4. If all strategies have been tried without success and the learning of others is still being affected staff should direct that learner to the Hub with the support of TA/Keyworker/Hub Manager. Staff should send appropriate work with the learner so that they may continue with their learning. The learner does not return to class.
5. A restorative justice session should take place before the learner returns to the class they were removed from.

---

## **REWARDS & CONSEQUENCES**

---

### **Rewards**

Appropriate behaviour expectations form the basis of our reward system. All learners are rewarded if they meet the three core expectations

- Be ready to learn
- Be respectful
- Be safe

As we aim to promote appropriate behaviour rather than just prevent or punish inappropriate behaviour, extensive use will be made of praise. Praise is a potent force for promoting appropriate behaviour. Over-use is not a problem – under use is. Routine appropriate behaviour should not be taken for granted, but regularly recognised and commended. Individuals and groups should be praised for:

- Good work
- Considerate or thoughtful behaviour
- Good effort
- A positive approach
- Overcoming difficulties

Recognition by staff takes several forms, including:

- Smile, nod, wink – visual acknowledgement
- Verbal praise – private and public
- Written comment on work
- The Vivo system
- Meeting with CLT members
- Acknowledgement in daily de-brief
- Work being displayed
- Telephone or written contact with parents/carers
- Letters/postcards home
- Rewards trips

#### Descriptive Praise to reinforce appropriate behaviour

If we tell people what it is exactly that we like about what they are doing, we are reinforcing the behaviours we want to promote e.g.

- 'I liked the way you lined up quietly'
- 'I noticed how kindly you supported \_X\_. Thank you'
- 'Thank you for returning to class so promptly'

We are also giving them positive feedback and personal recognition. This raises their self-esteem and leads to improved

#### Vivos

Learners are also rewarded for achieving their personal targets; behaviour targets set with their Form tutors and learning targets with their subject staff. These are based on assessment data and are usually negotiated with learners to encourage them to deal with specific issues that impact negatively on their school experience. Staff are encouraged to award "Bonus Vivos" when opportunities arise e.g. acts of random kindness, modelling appropriate behaviour, excellent effort, exceeding targets etc. Learners are rewarded with "Vivo" points to spend online at the Vivo shop.

Good and improved attendance and punctuality, which demonstrate good behaviour for learning are also rewarded.

## Consequences

It is important for our learners to clearly link a specific behaviour with its consequence. The consequence needs to be a natural consequence, which makes sense to the learner.

### Descriptive Praise to change behaviour

If we tell people what it is exactly that we like about what they are doing, we are reinforcing the behaviours we want to promote e.g.

- 'I liked the way you lined up quietly'
- 'I noticed how kindly you supported \_X\_. Thank you'
- 'Thank you for returning to class so promptly'

We are also giving them positive feedback and personal recognition.

### Reparation

This means repairing relationships, or 'making good' in some way. We believe that learners should always be given the opportunity to repair, and that they want to do this. We support learners to take responsibility for what they have done and to repair it with the other person(s) involved/affected.

### Additional support

The majority of learners respond positively when staff work within these guidelines. A small percentage of our learners need additional support to improve their behaviour. This might include:

- changing the class group/input from the TA/varying the classroom management
- making the routines more detailed
- drawing up a Behaviour Contract, detailing action to be taken when identified behaviour occurs. This is shared with the learner, parent and other staff (for consistency).

---

## **RECORDING INCIDENTS**

---

All behaviour incidents deemed by staff to warrant an official response should be recorded using SIMS and referred to appropriate Form Tutor/ Key stage manager. All information is recorded in full ensuring that any information that will not fit into the comments box is added to the serious incident sheet and attached to SIMS.

Make decisions (where possible) about outcomes (e.g. discussed with learner or telephoned home) and mark as resolved. Remember:

- **A** – Antecedents (what happened immediately beforehand)
- **B** – Behaviour (or description of incident or event)
- **C** – Consequence (for all concerned, both long and short term if applicable)

Where staff members feel unable to resolve an incident they should ensure they refer to the appropriate Key stage manager or member of CLT.  
Please see guide sheet to recording incidents (Appendix 8).

This information allows us to assess responses and can be used to identify patterns of behaviour over a period of time. All content should be recorded dispassionately and focuses on the evidence and behaviour in hand.

Staff feelings about behaviour incidents can be / are discussed with colleagues in others forums.

---

## **SCREENING, SEARCHING & CONFISCATION**

---

### **Screening & Searching**

At the start of the day all learners are expected to put their personal possessions including mobile phone, bus passes and money etc. into their locker. Staff have the right to ask learners to allow them to search them for any item not allowed under the schools rules and then to search them and their possessions.

Staff have the statutory right to search learners for their possessions without consent where they suspect a learner has prohibited items e.g. knives, alcohol, illegal drugs, stolen items, weapons and any other item which has been or likely to be used to commit an offence, cause personal injury or damage to property.

This is a personal search and not an intimate search. There must be always reasonable grounds to carry out a search. When searching a learner two members of staff must be present and the one carrying out the search must be the same gender as the learner being searched. When searching learners' possessions the learner must be present and the learner must be informed why the search is being carried out. A search may take place on the school premises or where the member of staff has lawful control of the learner e.g. on an educational visit. Parents / carers are informed that a search has been carried out.

If a learner refuses to allow a member of staff to carry out the search of their person or possessions they will be isolated and supervised until parents have been contacted and come to the school. The parent/carer will then be asked to carry out or witness the search. No learner will be allowed to their lesson until the search has been carried out.

Complaints about searches will be dealt with through the schools complaints procedure.

## Confiscation

School staff can confiscate any item found as a result of the search which they may consider harmful or detrimental to school discipline. A member of staff may confiscate or retain a learner's property as a disciplinary penalty when reasonable to do so. Parents/carers will be informed when items will be confiscated. Weapons, stolen goods and controlled drugs must be passed to the police. Alcohol will be disposed of. Mobile phones will be returned to the learners at the end of the day.

Department for Education Guidance can be found at:

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

---

## TIME OUT

Time-Out is used when required as part of our interventions designed to help learners manage their behaviour and gain greater self-control. TTAPA has a separate detailed Use of Time Out Protocol.

Department for Education Guidance can be found at:

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

---

## USE OF PHYSICAL INTERVENTION

This is the positive application of sufficient force to ensure, by physical means alone, that a learner does no injury either to him/herself, someone else or property. It should:

- be used only after all other interventions have been exhausted, and only by staff who have had the recognised up-to-date Team Teach training
- **only** be used if the learner is putting himself or others in danger and where failure to intervene would constitute neglect
- be recorded in the academy's database
- be used as a result of a (dynamic) risk assessment – this might apply when an individual learner needs physical interventions using Team Teach strategies as a part of an on-going positive handling plan.

Staff need to be able to establish the possible consequences of using a particular Team Teach method or methods of physical intervention when difficult behaviours occur. If used, parent/carers should to be contacted before the child arrives home. TTAPA has a separate detailed Physical Intervention Policy

Department for Education Guidance can be found at:

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

---

## EXCLUSION

---

TTAPA is inclusive and aims to support learners as they work through issues in school. However there are occasions where learners breach the behaviour policy and may need to be separated from their peer group. To do this we may alter the timetable/provision offered, offer 1-1 intervention and place learners on a targeted behaviour contract which is reviewed regularly by Key Stage Managers. For more serious incidents fixed term exclusion may be necessary.

### **Exclusion**

There are a number of more serious behaviours that stop learners doing well and could result in exclusion or a review of placement. These include:

- Verbal or physical abuse of staff
- Bullying-physical, verbal, emotional
- Sexual harassment of any kind
- Prejudice on grounds of race, age, gender, sexuality, disability, and others
- Carrying an offensive weapon
- Use or sale of alcohol or other mood-changing drugs
- Deliberate damage or theft of property
- Smoking in or around the building
- Refusing to leave the premises when asked
- Gambling

For safety reasons there may be occasions when a learner may be required to leave the premises. This is done under the direct supervision of staff and parents/carers are informed prior to this happening in the vast majority of cases. Where a dynamic risk assessment indicates that instant removal is required this may be done before/as parents are being contacted. In cases where s/he refuses to leave an appropriate staff will contact parents again and, if necessary other agencies, social care, police. (Appendix 9).

Department for Education Guidance can be found at:

<https://www.gov.uk/government/publications/school-exclusion>

---

## CONTINUING PROFESSIONAL DEVELOPMENT

---

In order to further improve professional practice staff:

- can apply to go on individual courses outside the workplace, as part of their individual CPD identified in their Performance Development meetings
- can ask for in-house individual development opportunities e.g. by observation and learning dialogues with staff, with identified best practice
- attend whole school and team training sessions on behaviour management
- attend on-going Team Teach training

---

## MONITORING & EVALUATION

---

To ensure consistent behaviour management throughout TTAPA, appropriately adapted to the age/ability of the learner, we will observe and feedback to staff on observed good practice and areas for development.

This policy is reviewed annually and amended to include updated guidance and recommendations on good practice.

*This policy should be read alongside the following TTAPA documents:*

*Anti-bullying Policy*

*Attendance Policy*

*Misuse of Substances Protocols*

*Mobile Phone Protocol*

*Physical Intervention Policy*

*Prevent Protocol*

*Safeguarding Policy*

*Uniform Expectations*

*Use of Time Out Protocol*

## APPENDIX 1: LEARNER ENTITLEMENT

You have the right to learn, to feel safe, to be respected and to be treated fairly. We do this through:		
BELONGING		
WHAT	WHY	EVIDENCE
Expect to be welcomed into school every day by staff who know where you should be.	To ensure learners are engaged and have a positive start to the day.	Staff meeting and greeting learners on arrival with a clear plan for the day. Positive relationships with staff.
Expect to have your behaviour targets shared with you so you know what is expected.	To ensure learners make progress in social and emotional aspects of their learning. To encourage learners to take responsibility for their own behaviour.	Staff aware of learners behaviour targets which are reflected on their report cards and in teacher planning. Behaviour targets are shared at the beginning of the day.
Expect to have your achievements celebrated and acknowledged.	To ensure that learners have positive experiences and feel valued.	Recognition of positive behaviours through appropriate contacts with home, praise postcards, certificates. VIVO points rigorously added by all staff
Expect to have your form tutor greet you for Emotional Literacy time (Lesson 1) and that your lesson is planned with relevant activities.	To ensure that learners Emotional Literacy needs are met and that learners have the opportunity to settle and be prepared for the day ahead.	SEAL planning Emotional Literacy record sheets Report card and attendance reviewed on a weekly basis and displayed on the form notice board.
COMMUNICATE		
WHAT	WHY	EVIDENCE
Expect your teacher to meet you at the beginning of every lesson prepared with something interesting to do.	Sets the tone and expectations of the lesson. To ensure that all learners feel welcome, are engaged and make progress.	Teacher / TA ready at the door to greet learners. Interesting 'Hook' to engage learners. Learning Objectives on the board. Lesson plan and resources ready to hand.

Expect to be encouraged, supported and challenged throughout the lesson.	To ensure learners have all their individual learning needs met and lessons are personalised to promote engagement and progress.	Personalised lesson plans that reflect learners learning and behaviour targets. Differentiated success criteria.
Expect to be told how to be successful during the lesson.	To ensure that all learners are informed of what they need to do to make progress. Clearly communicated pathways, goals and targets. High expectations of all learners	Discussion and feedback to learners are related to learner lesson progress and next steps.
Expect you teacher to share with you what level you are currently working at and how to move on from there.	To ensure that are teacher expectation are clear and explicit and learners are clear as to what they need to do to make progress.	Discussion and constructive feedback to learners which is related to what a learner needs to do to make progress over a half term. All assessments are linked to tracking learners' progress and are recorded by staff.
<b>INVESTIGATE</b>		
<b>WHAT</b>	<b>WHY</b>	<b>EVIDENCE</b>
Expect the classroom you work in to have a welcoming, positive and organised atmosphere for staff and learners	To ensure the learning environment is organised and fit for purpose. To ensure learners have ownership of their learning environment.	All lessons planned and prepared for All resources ready at the start of the lesson Classrooms kept clean and tidy Classroom displays are relevant, up to date, tidy and promote / celebrate the current work going on in class. All damage is reported.
Expect your teacher and learning support staff to work with you to help you achieve your potential.	To ensure that expectations and aspirations of learners are high. To ensure all learning needs are met and differentiated for.	Appropriate discussions and feedback which explicitly detail what learners need to do to maintain progress. Appropriate interventions that have clear outcomes and enable progress.

ACHIEVE		
WHAT	WHY	EVIDENCE
Expect your lesson to have a variety of activities both familiar and more challenging	To ensure learners are engaged and on task To ensure learners make progress	Different activities planned for different parts of the lesson Differentiated tasks
Expect your teacher to guide you in developing skills for independent learning that you will take with you from TTAPA.	To ensure that all learners achieve expected outcomes. To ensure that all learners are prepared for lifelong learning	Learners achieving as expected and being successfully reintegrated back into mainstream education or on to further education and employment.

**APPENDIX 2: BEHAVIOUR EXPECTATIONS SUMMARY CHART**

<p>At Three Towers everyone is expected to behave in a reasonable way, to accept responsibility for their behaviour and encourage others to do the same.</p>	
<p><b>Be ready to learn</b></p> <ul style="list-style-type: none"> <li>• Be on time, use a clock or a watch;</li> <li>• Dress appropriately in correct uniform;</li> <li>• Eat &amp; drink in appropriate places;</li> <li>• Hand in mobile phones etc. on arrival</li> </ul> <p><b>Be respectful</b></p> <ul style="list-style-type: none"> <li>• Listen to others and expect to be listened to;</li> <li>• Follow instructions;</li> <li>• Use appropriate language;</li> <li>• Keep hands, feet, objects and personal comments to yourself;</li> <li>• Look after the building, displays and equipment;</li> <li>• Stay for the whole session.</li> </ul> <p><b>Be safe</b></p> <ul style="list-style-type: none"> <li>• Follow classroom rules for health &amp; safety;</li> <li>• Be in the right place at the right time;</li> <li>• Move safely around the building</li> </ul>	Reminder
	Warning 1
	Warning 2
	Refer to Hub
<p><b>Rewards = Vivos</b></p> <p>You can earn Vivo points in every session you attend including all structured lessons as well as during break and lunchtime. A maximum of 12 may be given in each session for:</p> <p>Meeting School expectations :</p> <ul style="list-style-type: none"> <li>▪ Be ready to learn                      2 Vivo</li> <li>▪ Be respectful                              2 Vivo</li> <li>▪ Be safe                                        2 Vivo</li> </ul> <p>Meeting Learning target                      2 Vivo</p> <p>Meeting Personal behaviour targets 4 Vivo</p>	

---

## **APPENDIX 3: EXPECTATIONS OF AN EFFECTIVE FORM TUTOR**

---

The role of the form tutor is to work as part of the pastoral team and oversee the pastoral and personal development of learners in their form group. The form tutor will work closely with pastoral mentors and key stage managers to ensure the following

### **Breakfast / Social Skills time**

- Ensure you are in the dining room in preparation to meet and greet your learners.
- Ensure all learners have a report card on SIMS that has been updated with their latest behaviour targets
- Ensure target sheets for your form are ready to be discussed and that learners are aware of their behaviour targets and timetable.
- Ensure learners are engaged in their planned social skills lesson.
- Mark registers correctly and input to SIMS.
- Organise the home base classroom including a form notice board and display.
- Ensure learners are in school uniform and adhering to rules regarding hair and make-up.
- Ensure personal belongings have been handed in.

### **Attendance**

- Monitor learner attendance records on a daily basis and track on form board.
- Alert pastoral manager to lateness and patterns of absence.
- Liaise with other agencies and parents as appropriate.
- Reward good attendance on a weekly basis (Bonus Vivos, certificates etc.)

### **Behaviour and Pastoral support**

- Ensure that all the learners in the group understand the school behavioural expectations both in class and around the school.
- Review the 360 emotional literacy assessment as appropriate
- Ensure learner report cards are set up on SIMS.
- Ensure learners understand their targets and monitor progress through report card on SIMS.
- Add weekly vivo points totals to learners accounts
- Brief pastoral managers of relevant key stage regarding any issues with individual learners and liaise with parents as appropriate.
- Ensure health care plans are completed and attached to SIMS

---

## APPENDIX 4: EXPECTATIONS OF AN EFFECTIVE SUBJECT TUTOR

---

**Staff should aim to create a calm atmosphere that is conducive to work and learning by:**

- Planning differentiated learning experiences that are relevant to the learners' academic and social needs
- Offering varied tasks that are sufficiently challenging and achievable
- Demonstrating flexibility where planned activities fail to engage
- Teaching with appropriate pace; ensuring that there is a clear sense of progression

**During the lesson staff should:**

- Set clear learning outcomes, attainable in the time available
- Model tasks clearly with explicit success criteria
- Encourage learners by offering appropriate praise, help and explanations where necessary
- Monitor progress
- Correct errors in ways that emphasise the learning opportunities they present
- Give personal feedback to learners on all progress made academically and socially

**The recognition of achievement is important. Reward learning and endeavour by:**

- Using spontaneous praise
- Informing staff and peers of progress in the learner's presence
- Asking the learner to share their work with others
- Collecting important pieces of work for learner achievement portfolios
- Displaying work prominently and attractively
- Awarding merits in line with the rewards policy
- Providing extra-curricular activities
- Informing parents of positive experiences and achievements

---

## APPENDIX 5: RESTORATIVE JUSTICE PRACTICES (RJ)

---

Restorative justice (RJ) gives the harmed the chance to meet or communicate with their harmer to explain the real impact of the crime or incident – it empowers the harmed by giving them a voice. It also holds the harmer to account for what they have done and helps them to take responsibility and make amends.

RJ is about the harmed and the harmer communicating within a controlled environment to talk about the harm that has been caused and finding a way to repair that harm.

For harmers, the experience can be incredibly challenging as it confronts them with the personal impact of their crime or action.

For harmed, meeting the person who has harmed them can be a huge step in moving forward and recovering from the crime or incident.

The harmer must accept responsibility for their action. The 3R's;

- Responsibility
- Reparation
- Reintegration

### **RJ in schools**

RJ is used in schools proactively to build relationships, promote discipline and prevent harm and conflict occurring. Ofsted inspections have recognised the value of adopting this approach in schools:

*“Learners value the restorative practices that help them understand right and wrong, and encourage them to take responsibility for their actions.”*

[Ofsted report Upton Primary School, Bexley (2010)]

### **Why Restorative Justice**

RJ is not an absolute answer for removing all ills, resolving all conflict or repairing all harm. It is not a naive alternative to punitive sanctions or an idealistic response to offending. It is not an easy option for the person who caused the harm.

Primarily, it provides those who have been harmed with a forum to “have their say and be heard”, which is vital to the healing process.

Secondly, it presents the person who has harmed with an onus of responsibility for their actions, an opportunity to make some form of retributive acknowledgement.

Lastly, it can form the basis of some kind of reintegration of the person who has harmed, back into his/her community that might possibly prevent further offending.

#### **At TTAPA**

Staff are trained to deliver restorative justice practices in one to one conversations and in group conferencing to enable us to use RJ as part of a toolkit to help learners understand the consequences of their actions.

RJ can be used for the following in school:

- Friendship issues / arguments
- Bullying –physical / verbal / cyber
- Physical assaults / incidents
- Re-integration meetings following exclusions
- Inappropriate behaviour of a learner towards a member of staff.
- Theft / criminal damage
- Conflict within the wider school community.

---

## APPENDIX 6: CLASSROOM MANAGEMENT STRATEGIES

---

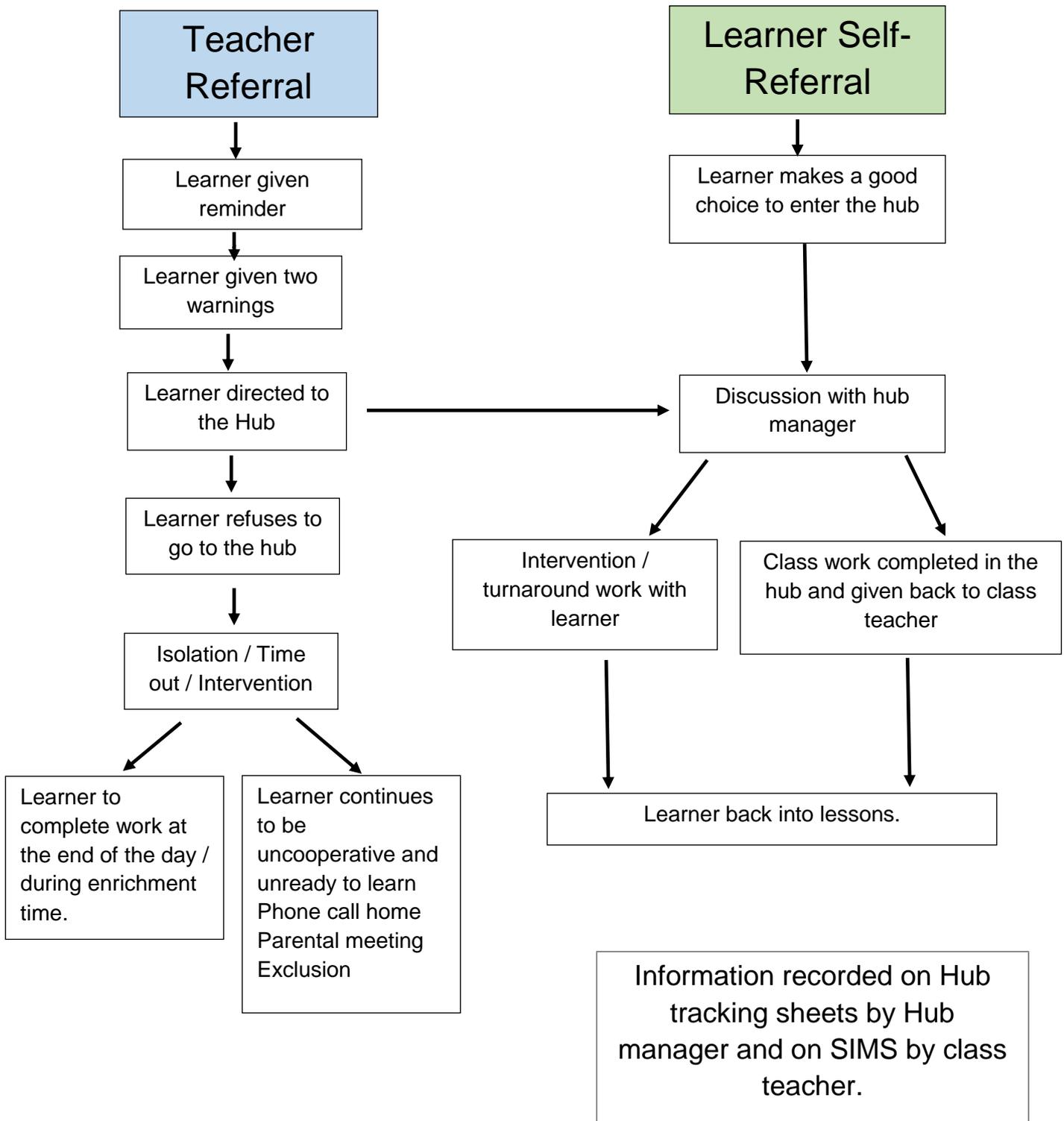
**Verbal, non-verbal strategies – staff will use the following strategies as appropriate:-**

- Restructuring the environment / work / task / activity
- Show approval with non-verbal signs: Smile, nod, eye-contact, hand gesture.
- Planned / tactical ignoring
- Show disapproval with non-verbal signs: Coughing, eye-contact, hand gesture.
- Provide protection and strength to help a learner control his / her impulses by standing close
- Give positive feedback on work
- Comment on learner’s interests e.g. football
- Tension reduction through humour
- Offer positive support if learner appears not to understand the task at hand
- Support through routine
- Removing distracting objects
- Sending on an errand etc.
- Physical interventions using Team Teach Methods eg hand on shoulder

### **Examples of rewards and sanctions used in School**

<b>Rewards</b>	<b>Sanctions</b>
Smile, approving look, nod etc. Public or private praise Stickers Certificates Vivos Work on display Reward/Attendance Trips Assertive discipline – rewarding others’ positive behaviour. Phone call home Note of praise home “Outburst” Vivos for ignoring unacceptable behaviour Saying “Thank You”	Reminders of targets, rules and choices Verbal reprimands (private) Verbal reprimands (public) Hub use RJ Reparation Time Out Withdrawal from privilege Discussions with parents Withdrawal from trips Repeated warnings Work in isolation: Vivos can still be awarded.

APPENDIX 7: HUB PROTOCOL



---

## **APPENDIX 8: RECORDING INCIDENTS**

---

### **Logging and Reporting on Behavioural incidents**

Low Level Behaviour/uniform/abusive/disruptive – brief details – TA/Teacher log on SIMS within the lesson. Add follow up to Form Tutor. Form tutors to monitor behaviour incidents within form time.

Serious incident – Complete on Incident sheet and attach to SIMS, include antecedent, description and outcome write up. Log on SIMS referring to attached document and add follow up to Pastoral Manager.

### **WHOLE SCHOOL – PASTORAL – INCIDENT FORM**

Pastoral managers - monitor serious incidents under direction of CLT – must have RJ, risk assessment, behaviour contract.

### **Exclusion**

Office will log all exclusions after notification from CLT.

Pastoral managers / CLT – monitor exclusions – must have RJ, return/re-integration meeting including completion of a behaviour contract, review risk assessment.

### **Safeguarding**

Complete cause for concern sheet through CPOMS. If CPOMS not available incident must be recorded on a cause for concern sheet and handed to safeguarding leads.

### **WHOLE SCHOOL – PASTORAL – CAUSE FOR CONCERN**

Disclosure – speak to Designated Safeguarding Leads (DSL) ASAP - followed with record by email

Senior DSL– Anne Isherwood

DSL - Chris Banks

DSL - Adelle Kelly

### **Restrictive Physical Intervention (PI)**

RPI – Log as serious incident – Debrief after daily debrief for staff involved. One member of staff nominated to record in bound and numbered book

Headteacher & Chair of Governors – monitor critical incidents

---

## APPENDIX 9: EXCLUSIONS

---

The decision to exclude a learner will be taken in the following circumstances:-

- In response to a serious breach of the Academy's Positive Behaviour Policy;
- If allowing the learner to remain in school would seriously harm the education or welfare of the learner or others in the Academy.

Exclusion may be used for any of the following reasons, all of which constitute examples of unacceptable conduct and are infringements of TTAPA's Positive Behaviour Policy:

- Physical assault against learner (includes fighting, violent behaviour, wounding, obstruction and jostling);
- Physical assault against adult (includes violent behaviour, wounding, obstruction and jostling);
- Verbal abuse/threatening behaviour against learner (includes threatened violence, aggressive behaviour, swearing, homophobic abuse and harassment, verbal intimidation, carrying an offensive weapon);
- Verbal abuse/threatening behaviour against adult (includes threatened violence, aggressive behaviour, swearing, homophobic abuse and harassment, verbal intimidation, carrying an offensive weapon);
- Bullying (includes verbal, physical, homophobic bullying, racist bullying);
- Racist abuse (includes racist taunting and harassment, derogatory racist statements, swearing that can be attributed to racist characteristics, racist bullying, racist graffiti);
- Sexual misconduct (includes sexual abuse, sexual assault, sexual harassment, lewd behaviour, sexual bullying, sexual graffiti);
- Drug and alcohol related (includes possession of illegal drugs, inappropriate use of prescribed drugs, drug dealing, smoking, alcohol abuse, substance abuse);
- Damage (includes damage to TTAPA or personal property belonging to any member of the TTAPA community, vandalism, arson, graffiti);
- Theft (includes, stealing TTAPA property, stealing personal property (learner or adult), stealing from local shops on an TTAPA outing, selling and dealing in stolen property);
- Persistent disruptive behaviour (includes challenging behaviour, disobedience, persistent violation of TTAPA rules)

This is not an exhaustive list and there may be other situations where the Headteacher makes the judgment that exclusion is an appropriate sanction.

### Exclusion Procedure

The DfE regulations allow the Headteacher to exclude a learner for one or more fixed periods not exceeding 45 school days in any one school year.

- TTAPA has established arrangements to review promptly all fixed term exclusions that would lead to a learner being excluded for over 15 days in a school term or missing a public examination.
- TTAPA has established arrangements to review fixed term exclusions which would lead to a learner being excluded for over 5 days but not over 15 days in a school term where a parent has expressed a wish to make representations.
- Once a decision to exclude has been made parents/carers are contacted as soon as possible if not immediately. A meeting will be called or a letter sent by post giving details of the exclusion and the date the exclusion ends.
- Parents /carers have a right to make representations to the Headteacher and the Governing Body.
- If the fixed term exclusion is greater than 5 days or an accumulation of several exclusions exceeding 5 days in total the learner is placed on a Behaviour Contract to monitor behaviour and work. This needs to be agreed with the academy, learner and parents.
- An alternative to fixed term exclusion may take the form of an "internal" exclusion, with the learner being isolated to work alone or being asked to attend at a different time. However, in some circumstances, either because of the severity of the incident or because of practical or logistical constraints, such an exclusion will result in the learner being required to remain at home.

During the course of a fixed term exclusion where the learner is to be at home, parents are advised that the learner is not allowed on TTAPA premises, and that daytime supervision is their responsibility as parents/carers.

### **Roles and responsibilities**

Exclusion is an extreme sanction and is only administered by the Headteacher (or, in the absence of the Head, the member of CLT who is acting in that role).

### **Performance and risk management**

Potential risks will be regularly monitored and evaluated to ensure this policy is kept up to date.

Our exclusions procedures will be reviewed when DfE guidance is updated, or annually if the DfE does not change the guidance.

Department for Education Guidance can be found at:

<https://www.gov.uk/government/publications/school-exclusion>

---

## APPENDIX 10: ANGER MANAGEMENT SUPPORT SHEET

---

Anger is often at the root of dysfunctional behaviour in schools, and an anger management approach can be of practical help in difficult situations.

Anger is often the 'fight' response to a perceived threat, and can be used as a response to frustration, as a way of getting what we want and as a release of pent-up emotion, all things which any teacher will have encountered! Although we cannot control all the frustrations and pent-up emotions of learners, we can equip them with the skills to express anger effectively. These ideas may help to avoid the 'hit and hurt' culture:

- *Don't greet a learner's anger with your own. A child that has lost or is losing control needs you to be calm and rational.*
- *Never go from cold to hot. Learners need to be able to track your displeasure at their behaviour. Be specific, not general, in reprimands.*
- *Offer learners a chance to talk to you about how they are feeling, and give them the opportunity to engage their emotions through the work they do in your lessons.*
- *Encourage learners to recognise their own positive behaviour.*
- *Give genuine praise that is specific and targeted as much as possible.*
- *Think about how learners gain your attention in lessons. Be sure that they know how good social behaviour will be noticed.*

### Preventative measures

Much of the time-wasting aggro in lessons stems from learners' interactions with each other. Many teachers find it useful to devise agreements with their learners about the way in which they should communicate. The start of an academic year is a particularly good time to discuss this with learners. You could agree 'rules' relating to the way that learners:

- *Speak to each other and to you*
- *Sit*
- *Listen*
- *Move around the room*

But pay attention to the way in which the agreements are phrased. For example, 'listen' carries a more positive message than 'don't talk'.

Teachers are often able to establish very early on whom, in their classes is most likely to disrupt. This predictability can be tedious, but it does offer teachers the scope to anticipate bad behaviour, distract the miscreant and praise at the earliest

opportunity. All these approaches are preventative tools that can help to pre-empt the persistent low-level poor behaviour that is a source of such stress for many in the profession.

### **Keeping up the momentum**

Teachers are guardians of learners' right to learn, but the deal cuts both ways, with learners being guardians of your right to teach. Having agreed with your learners the expectations that you have, don't relax them. Consistency will breed stability and security. When building your relationships with individuals (and remember, this can be done as effectively outside your classroom as it can be inside) mutual respect is a key to success.

While your learners are in your classroom you have to work as a team if you are to teach and they are to learn. Motivating learners to appreciate this fully can help to prevent indiscipline. These ideas may work for you:

- *When appropriate, offer learners some choice over what they do in your lessons.*
- *Think of ways of teaching through the interests of your learners. This necessarily involves getting to know what's motivating and inspiring them at any time – knowledge that can be extremely useful anyway!*

### **If all else has failed**

Sometimes though, despite employing all the usual management strategies, situations can deteriorate and require firm intervention. It is worth remembering that misbehaviour is rarely intended to be a personal insult. It is almost always connected to other factors impacting the learner's life and it can be useful to tell them that you appreciate that. These ideas could help:

- *Don't get into a debate about a child's behaviour during the lesson. Instead, arrange a time when you can talk about what happened and how it can be avoided in the future. Public discussions may be interpreted as public humiliation.*
- *Use the opportunity to teach key ideas about emotional awareness, respect for others and citizenship.*
- *Be utterly consistent in threats and delivery of punishment.*
- *Agree a plan for positive change in the future. The next time you teach the learner take a minute to recap on the agreement and reiterate your desire to help them to succeed.*

Above all, simply staying conscious of building respectful relationships within the classroom can create an atmosphere in which misbehaviour is reduced to a minimum.

---

## APPENDIX 11: ADDITIONAL GUIDANCE FOR STAFF

---

The quality of our relationships with each other - provide a framework to help us to provide good models of behaviour at all times for our learners, many of whom may have less helpful relationship models in life outside of academy.

The quality of our relationships with our learners are crucial. Each adult is a significant adult for our learners. To foster successful, enabling relationships we need to:

- actively build trust and rapport – they have to be earned; they're not given
- demonstrate belief in the learner – that s/he **can** succeed. Let the learner know this
- treat the learner with dignity and respect at all times
- listen respectfully to the learner, and make a judgement about how/when to respond
- enjoy his/her company – have fun together, where and when appropriate
- hear the message behind the word/behaviour; ask yourself **why** the learner is behaving in this way – there will always be a reason; all behaviour is communication
- see things through e.g. if learners have to make up time, the teacher concerned must help them to do this during morning break/lunch time/end of the day
- keep our word – do whatever we say we will do
- tell the truth at all times – **never** lie to a learner
- look for the good in the learner – identify it with the child and build on it.
- apologise if you make a mistake – you are modelling this for the learner and you will earn respect
- name and manage your own emotional reactions to learners' behaviour i.e. demonstrate emotionally intelligent behaviour at all times
- let go of your memory/feelings of a learner's previous bad behaviour – it is unhelpful history. Focus instead on getting it right in the future
- firmly hold appropriate boundaries for the learners. Never let learners do whatever they want, when this would infringe the rights or comfort of others. Adults remain in charge in a positive environment

If we are able to meet each child at his/her point of learning, in most cases poor behaviour is likely to decrease/disappear. To do this we need to:

- accurately assess the learners' learning e.g. learning ability, learning style and level of achievement in order to move them on
- plan to meet the learners' range of needs e.g. equipment, seating, groupings, use of support
- know what the learners **believe** they can do i.e. self-esteem, self-image and adjust expectations accordingly

- know what motivates each learner and use it to help him/her achieve
- carefully plan lessons to ensure that we meet each learner at his/her point of learning
- include the learners in the target setting and evaluation process, using appropriate language(self-assessment)
- give the learners feedback on progress in a supportive way, focussing particularly on their achievements and what they need to do to make further progress
- praise the learners for their specific achievements i.e. descriptive praise
- actively teach the learners' positive learning behaviours, so that they know what to do to ensure successful lessons e.g. enter the room quietly, listen to the adults, think before you answer, choose who to sit with etc.