

Three Towers

An Alternative Provision Academy

Expanding Horizons

Positive Behaviour Policy

Adopted: December 2020

Review: as required by statutory guidance

1. 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.

2. Legislation & Statutory Requirements

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

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

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

In addition, this policy is based on:

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

This policy complies with our funding agreement and articles of association.

3. 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:

- defines what we consider to be unacceptable behaviour, including bullying;
- outlines how learners are expected to behave;
- outlines our system of rewards and consequences;
- outlines the roles and responsibilities of different people in the school community with regards to behaviour management;
- promotes self-esteem, self-discipline and self-regulation;

- provides a consistent approach to behaviour management;
- recognises and positively reinforces acceptable behaviours;
- teaches appropriate behaviour through positive behaviour interventions.

4. Rights & entitlements

These are set out in our over-riding statement of behavior principles shown in Appendix 1.

All members of the TTAPA community have a right to:

- be treated with dignity and respect at all times;
- express their feelings in an appropriate way;
- feel physically and emotionally safe at all times.

In addition,

- *staff* have the right to work/teach without undue disruption and develop their professional practice;

and

- *learners* have the right to learn, and to make demonstrable progress.

We believe 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 including:

- maintain high expectations of learners;
- model appropriate behaviour;
- recognise and reward appropriate behaviour;
- treat learners with fairness and respect at all times.

5. Roles & Responsibilities

5.1 Governors

The Local Governing Board (LGB) is responsible for monitoring the effectiveness of this policy and holding the headteacher to account for its implementation.

5.2 The Headteacher

The headteacher is responsible for reviewing and implementing this policy and will:

- ensure that the school environment encourages positive behaviour;
- ensure that staff deal effectively with inappropriate behaviour;
- ensure that rewards and consequences are applied consistently;
- monitor how staff implement this policy.

5.3 Staff

All staff are responsible for:

- implementing this policy consistently;
- modelling appropriate positive behaviours;
- providing a personalised approach to meet the needs of learners;

- record behavioural incidents on ClassCharts.

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.

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 2)

5.3.3 Core Leadership Team

The CLT will support staff in responding to behavioural incidents.

5.4 Parents/Carers are expected to:

- discuss any behavioural concerns with staff promptly;
- encourage and support their child to follow TTAPA's expectations of learners behaviours;
- inform school of any changes in circumstances that may affect their child's behaviour;
- support TTAPA's approach to behaviour management in line with this Policy.

5.5 Learners as individuals, members of teams, members of the TTAPA community are expected to support each other to improve their behaviour at the same time working to improve their own behaviour.

6. Learner Code of Conduct

We encourage success by supporting learners to meet the following expectations (summary Appendix 3):

Be safe

- Follow classroom/school rules for health & safety;
- Be in the right place at the right time;
- Move safely around the building;
- Refrain from behaving in a way that damages the school's reputation, including when outside school.

Be respectful

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

- Use appropriate language;
- Wear school uniform correctly.

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 personal items or put them in your locker on arrival;
- In class behave so it is possible for all learners to learn

6.1 What does this mean in practice?

6.1.1 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/carers* 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.

6.1.2 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/carers* 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.

6.1.3 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/carers* 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

7. Rewards & Consequences

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

7.1 Recognising Positive Behaviours (this is not an exhaustive list)

Meeting daily and weekly behaviour targets, attendance and punctuality expectations	Verbal Praise Positive points awarded through class charts Enrichment activities Parents / carers informed e.g. Praise Postcards sent home /phone calls Star of the week certificate Instant reward.
Helping other learners or staff	Verbal Praise. Bonus positive Points. Random Acts of Kindness recognition. Reward Trips. Parents / carers informed. Praise Postcards / letters home.
Excellent behaviour, work, attendance and punctuality over time. Meeting/exceeding personal behaviour targets	Verbal Praise. Positive points plus bonus points earned and traded in for rewards. Parents / Carers informed. Display of work around school. End of half term reward trips.

7.2 Rewards

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

- Be safe;
- Be respectful;
- Be ready to learn.

As we aim to promote appropriate behaviour rather than just prevent or punish inappropriate behaviour, extensive use is made of praise. Praise is a potent force for promoting appropriate behaviour. Over-use is not a problem – under use is.

7.2.1 Routine appropriate behaviour should not be taken for granted, but regularly recognised and commended. Individuals and groups should be praised for:

- a positive approach;
- considerate or thoughtful behaviour;
- good effort;
- good work;
- overcoming difficulties.

7.2.2 Recognition by staff takes several forms, including:

- awarded positive points within Class Charts;
- discrete visual acknowledgement - smile, nod, wink;
- extra-curricular trips;
- home contact – telephone calls, letters, praise postcards to parents/carers;
- mention in staff briefings;
- meetings with CLT members;
- positive written comment on work;
- verbal praise – private and public;
- work being displayed.

7.2.3 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

7.3 Consequences

As with rewards 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 the types of behaviours displayed.

7.4 Recognising Inappropriate Behaviour (this is not an exhaustive list)

Failing to observe TTAPA behaviour expectations	Classroom management by the teacher as stated in the behaviour expectations. Negative points recorded through class charts. Class Charts record of behaviours. Discussion through pastoral time & TEL
Persistent failure to observe TTAPA behaviour expectations	Phone call to parents by form tutor. Intervention by Keyworker / pastoral staff. RJ.

	Timetable / provision reviewed / changed. 1-1 Support. Behaviour contract.
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.

7.5 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.

7.5.1 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.

7.5.2 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.

7.6 Off-site Behaviour

Consequences may be applied where a learner has misbehaved off-site when representing the school such as on a school trip, or when clearly identifiable as a Three Towers learner such as when travelling to and from school.

7.7 Malicious Allegations

Where a learner makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the learner in accordance with this policy. Please refer to our Safeguarding Policy for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

7.8 Physical Intervention & Use of Reasonable Force

In some circumstances, staff have the power to use reasonable force. This is the positive application of sufficient force to ensure, by physical means alone, that a learner does no injury either to themselves, someone else or property.

Department for Education Guidance can be found at:

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

Physical intervention includes for example, guiding a learner away from something or someone or removing objects from them but it also includes *restrictive physical intervention* (restraint). Restrictive Physical Intervention (RPI) must:

- **always be used as a last resort** after all other interventions have been exhausted 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.;
- be applied using the minimum amount of force for the minimum amount of time possible;
- used by staff who have had the recognised up-to-date Team Teach training;
- be used in a way that maintains the safety and dignity of all concerned;
- be used wherever possible as part of a planned approach in a positive handling plan;
- be used if the learner is putting himself or others in danger and where failure to intervene would constitute neglect;
- be recorded and reported to parents/carers.

It must NEVER be used as a form of punishment.

7.9 Screening, Searching & Confiscation

Screening and searching is conducted in line with the DfE's latest guidance on screening, searching and confiscation. Complaints about searches will be dealt with through the schools complaints procedure. Department for Education Guidance can be found at:

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

7.9.1 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.

7.9.2 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.

Any prohibited item found in a learner's possession will be confiscated. These items will NOT be returned to the learner. Weapons, stolen goods and controlled drugs must be passed to the police. Alcohol will be disposed of.

We will also confiscate any item which is harmful or detrimental to school discipline. If appropriate, such items will be returned to learners after discussions with senior leaders and parents. Mobile phones will be returned to the learners at the end of the day.

7.10 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 Pastoral Managers. For more serious incidents fixed term exclusion may be necessary.

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.

Department for Education Guidance can be found at:

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

8. Promoting Positive 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. Teaching staff are responsible for setting the tone and context for positive behaviour in their classroom.

8.1 Preventative strategies

These 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:

- be just and fair;
- challenge them in their learning;
- greet them every day and make the day a pleasant one;
- have a sense of humour;
- help them to learn and feel confident;
- show an interest in them;
- treat them as a valued individual.

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. (Appendix 4)

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. (Appendix 5)

Staff will never ignore or attempt to excuse poor behaviour. Rather, they will 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.

8.1.1 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.

8.1.2 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:

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

8.2 The Cool Room & The Zone

We recognise that at times learners may need to take some time away from the classroom as a strategy to help them calm and self-regulate their emotions. On the primary site we have the Cool Room and on the secondary site we have the Zone.

Learners in the primary provision may access the *Cool Room* (Appendix 6a) at their request to self-regulate their behaviour and still achieve full points for their lesson. If a pupil is not making acceptable choices they may be asked to go to the Cool Room. Full points can still be earned if a pupil makes the right choices. If the pupil is asked for a second time full points cannot be awarded and a reminder of consequences will be given. Learners may choose to work in the Cool Room if they are working in isolation.

The Zone (Appendix 6b) is an integral part of classroom management procedures on the secondary site.

8.2.1 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 Zone 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 positive points if the Zone is used appropriately.

8.2.2 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 Zone.

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 e.g. "XXX, 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 class 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 Zone with the support of TA/pastoral staff. Learners will spend up to 15 minutes in the zone working through the issue with a member of the pastoral team before returning to class if appropriate. If the learner is not ready to return to class staff will be asked to send appropriate work so that they may continue with their learning until the end of the lesson.
5. A restorative justice session should take place before the learner returns to the class they were removed from.

8.3 Restorative justice

Restorative justice (RJ) 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 7)

8.4 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.

8.5 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 be prevented or prepared for.

9. Learner 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;
- 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);
- making the routines more detailed;
- moved to a bespoke curriculum.

9.1 Supporting those with SEND

We recognise our duty under the Equality Act 2010 to prevent learners with a protected characteristic from being disadvantaged, so our approach to challenging behaviour may be differentiated to cater to the needs of the individual learner. This is considered by the SENDCo during regular behaviour reviews, and when looking at each learner's personalised provision map.

Where necessary, support and advice may be sought from external agencies e.g. educational psychologists, medical professionals and/or others to identify and/or support specific needs.

9.2 Transitions

To ensure behaviour is continually monitored and the right support is in place, information on behaviour issues is shared with new settings for those learners transferring to other schools.

10. Recording & Tracking Incidents

All behaviours are recorded through class charts. This enables us to track positive and negative behaviours across the provision as well as individually for learners.

All learners are rewarded for meeting expectations. Learners are also rewarded for achieving their personal and learning targets. 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 points” when opportunities arise e.g. acts of random kindness, modelling appropriate behaviour, excellent effort, exceeding targets etc. Learners are rewarded with points to spend online in the ClassCharts shop. Good and improved attendance and punctuality, which demonstrate good behaviour for learning are also rewarded.

Alongside building towards cumulative rewards pupils have access to the following instant rewards. These are all based on pupils achieving 80% of their targets alongside attending well and being punctual.

10.1 Recording Incidents

All behaviour incidents deemed by staff to warrant an official response should be recorded using class charts and referred to appropriate Form Tutor/ Pastoral Manager/Keyworker. All information is recorded in full through the serious incident form.

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 pastoral manager or member of CLT.

Please see guide sheet to recording incidents (Appendix 9).

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.

11. Continuous Professional Development (CPD)

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

In order to further improve professional practice staff:

- attend on-going Team Teach training;
- attend whole school and team training sessions on behaviour management;
- 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.

12. 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 at least annually and amended to include updated guidance and recommendations on good practice. At each review, the policy will be approved by the headteacher and LGB.

13. Links to Other Policies & Procedures

This policy should be read alongside the following TTAPA documents:

Anti-bullying Protocol

Attendance Policy

Mobile Phone Protocol

Prevent Strategy

Safeguarding Policy

Uniform Expectations

Appendix 1: Statement of Behaviour Principles

Good behaviour and discipline are key foundations to good education. Without an orderly atmosphere, effective teaching cannot take place.”

DfE Circular 8/94 – Pupil Behaviour and Discipline

Three Towers accepts these principles and we acknowledge that society expects good behaviour as an important outcome of the educational process.

We are 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 become entrenched in former educational settings we work to support reintegration back to mainstream school, transfers to specialist settings and/or further education, or progression into 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 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.

Learners as individuals, members of teams, members of the TTAPA community are expected to:

- be respectful of themselves, others, the environment and of other peoples' points of view;
- be responsible for and work to improve their own behaviour, and support their peers to do the same;
- be safe and adhere to school rules and follow staff instructions;
- be ready to learn.

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;

- challenge behaviours which do not adhere to school expectations;
- be consistent in using the rewards and sanctions systems.

It is accepted that behaviour management and good discipline is a whole school responsibility.

Items which are illegal or considered dangerous are not allowed on TTAPA campus sites. If staff suspect that a learner has illegal or dangerous items in their possession they should follow the protocol for searching learners.

All staff have the power to use reasonable force to prevent learners from committing an offence, injuring themselves or others, or damaging property.*

****The Headteacher should be informed of any incident that has led to the use of these powers. All such incidents will be recorded.***

Appendix 2: Expectations of Effective Teaching Staff

Pastoral Staff & Form Tutors

Meet & Greet

- ensure learners are welcomed to school positively at the start of each day;
- ensure personal belongings have been placed in lockers / handed in on arrival.
- ensure learners are in school uniform and adhering to uniform expectations;
- ensure you are in your room in preparation to meet and greet your learners;

Attendance

- mark registers correctly and input to SIMS;
- monitor learner attendance and alert pastoral manager to lateness and patterns of absence;
- reward good attendance on a weekly basis (Bonus points);
- work with other agencies and parents as appropriate.

Behaviour & Pastoral Support

- ensure that all the learners in the group understand the school behavioural expectations both in class and around the school;
- ensure all learners have personal targets updated on class charts;
- ensure learners are aware of their personal targets and timetable;
- ensure learners understand their targets and monitor progress through class charts;
- ensure learners are engaged in their planned social skills lesson;
- inform pastoral managers of any issues with individual learners and liaise with parents as appropriate;
- organise the classroom including a form notice board and display;
- with pastoral managers / keyworkers ensure health care plans are completed and attached to SIMS.

Subject Staff

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;
- providing varied tasks that are sufficiently challenging and achievable;
- showing 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:

- plan and share clear personalized learning outcomes, attainable in the time available;
- model tasks clearly with explicit success criteria;
- Monitor progress;

- provide personal feedback to learners on all progress made academically and socially, correcting errors in ways that emphasise the learning opportunities they present;
- support and encourage learners by offering appropriate praise, help and explanations where necessary.

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

- awarding points in line with this policy;
- asking the learner to share their work with others;
- collecting important pieces of work for learner achievement portfolios;
- displaying work prominently and attractively;
- informing parents of positive experiences and achievements
- informing staff and peers of progress in the learner's presence;
- using spontaneous praise.

Appendix 3: Code of Conduct 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>Be ready to learn</p> <ul style="list-style-type: none"> • 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 <p>Be respectful</p> <ul style="list-style-type: none"> • 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. <p>Be safe</p> <ul style="list-style-type: none"> • Follow classroom rules for health & safety; • Be in the right place at the right time; • Move safely around the building 	Reminder
	Warning 1
	Warning 2
	Refer to Hub
<p>Rewards = Class Charts</p> <p>You can earn positive points in every session you attend including all structured lessons as well as for attendance/punctuality. A maximum of 2 may be given in each session for:</p> <p>Meeting School expectations :</p> <ul style="list-style-type: none"> ▪ Be ready to learn 2 points ▪ Be respectful 2 points ▪ Be safe 2 points <p>Meeting Learning target 2 points</p> <p>Meeting Personal behaviour targets 2 points</p>	

Appendix 4: Classroom Management Strategies

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

- be consistent with expectations, routine and structure;
- comment on learner's interests e.g. football;
- give positive feedback on work;
- offer positive support if learner appears not to understand the task at hand;
- planned / tactical ignoring;
- provide protection and strength to help a learner control his / her impulses by standing close;
- physical interventions using Team Teach Methods e.g. hand on shoulder;
- removing distracting objects;
- restructuring the environment / work / task / activity;
- sending on an errand etc.
- show discrete or overt approval with non-verbal signs: Smile, nod, eye-contact, hand gesture;
- show discrete or overt disapproval with non-verbal signs: Coughing, eye-contact, hand gesture;
- tension reduction through humour.

Examples of rewards and sanctions used in School

Rewards	Sanctions
Smile, approving look, nod etc.	Reminders of targets, rules and choices
Public or private praise	Verbal reprimands (private)
Stickers	Verbal reprimands (public)
Certificates	Cool Room / Zone use
Positive points	RJ
Work on display	Reparation
Reward/Attendance Trips	Time Out (planned)
Assertive discipline – rewarding others' positive behaviour.	Withdrawal from privilege
Phone call home	Discussions with parents
Note of praise home	Withdrawal from trips
Bonus Positive points	Repeated warnings
"Saying "Thank You"	Work in isolation: Positive points can still be awarded.

Appendix 5: Building & Maintaining Positive Relationships

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:

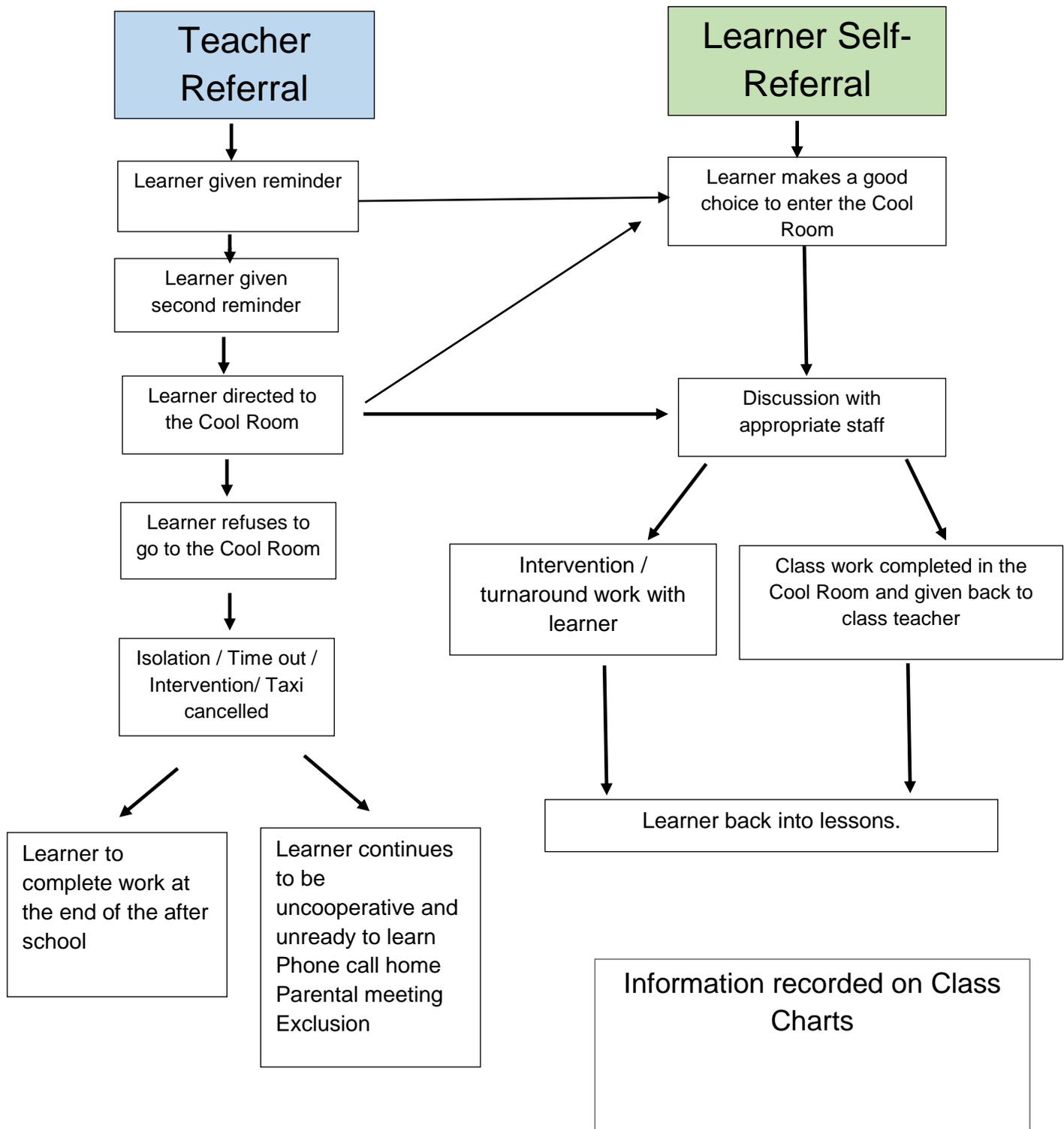
- actively build trust and rapport – they have to be earned, they're not given;
- apologise if you make a mistake – you are modelling this for the learner and you will earn respect;
- demonstrate belief in the learner – that s/he **can** succeed. Let the learner know this;
- enjoy their company – have fun together, where and when appropriate;
- 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;
- 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;
- keep our word – do whatever we say we will do;
- 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;
- listen respectfully to the learner, and make a judgement about how/when to respond;
- look for the good in the learner – identify it with the child and build on it;
- name and manage your own emotional reactions to learners' behaviour i.e. demonstrate emotionally intelligent behaviour at all times;
- 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;
- tell the truth at all times – **never** lie to a learner;
- treat the learner with dignity and respect at all times

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

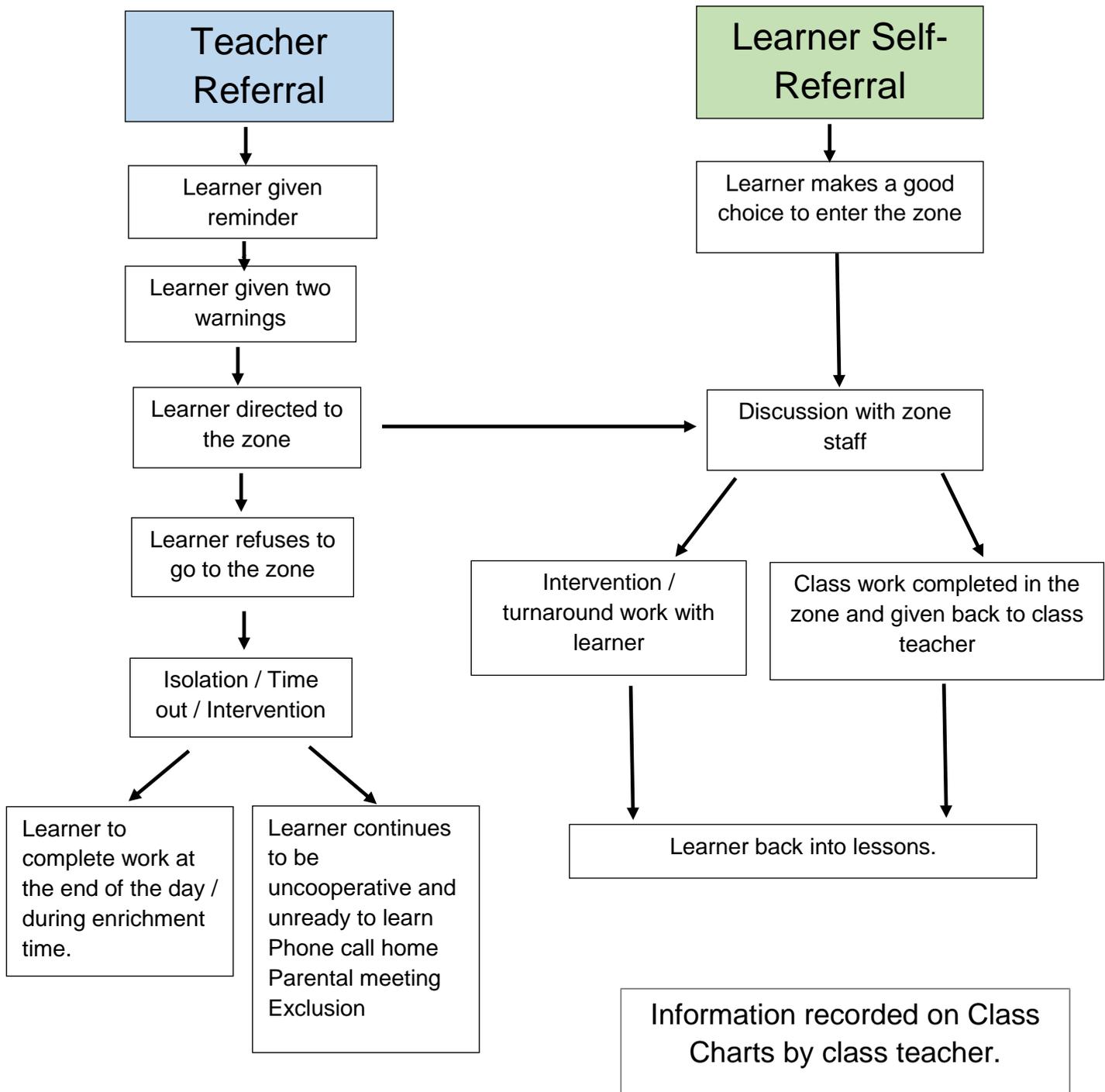
- accurately assess the learners' learning e.g. learning ability, learning style and level of achievement in order to move them on;
- actively teach the learners' positive learning behaviours, so that they know what to do to ensure successful lessons e.g. enter the room quietly, listen to the adults, think before you answer, choose who to sit with etc.;
- carefully plan lessons to ensure that we meet each learner at his/her point of learning;
- 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;

- include the learners in the target setting and evaluation process, using appropriate language(self-assessment);
- 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;
- plan to meet the learners' range of needs e.g. equipment, seating, groupings, use of support;
- praise the learners for their specific achievements i.e. descriptive praise.

Appendix 6a: Cool Room Protocol



Appendix 6b: The Zone Protocol



Appendix 7: Restorative Justice (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;

4.1 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)]

4.2 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.

4.3 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:

- bullying –physical / verbal / cyber;
- conflict within the wider school community;
- friendship issues / arguments;
- inappropriate behaviour of a learner towards a member of staff;
- physical assaults / incidents;
- re-integration meetings following exclusions;
- theft / criminal damage.

Appendix 8: Anger Management

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 explaining and delivery of consequences;*
- *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.