



ARDEN

ACADEMY TRUST

Arden Academy (Arden) is an academy maintained by Arden Academy Trust

Name of Policy	Student Behaviour Policy	
Lead	Dave Warwood, Vice-Principal	
Governor Committee	Behaviour, Safety, Inclusion & Intervention Committee	
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	October 2016	

Philosophy

Arden Academy is a safe learning family which helps everyone within its community to work together to develop their full potential. Arden has high expectations for all of its students – their learning, their progress, their dress, their conduct and their behaviour. We encourage three kinds of respect:

Respect for Myself as a Learner

- Respect for my rights to learn and to the best teaching and facilities available
- Excellent attendance – punctuality with good uniform and equipment
- Participation and full effort in all lessons “doing our best”
- Respect for my own individuality, talents and skills

Respect for Others

- Conduct and behaviour towards staff, other students and the community that shows my respect for them
- A clear understanding that bullying of any kind is totally unacceptable at Arden Academy
- Contributions to the life of the Academy, lessons and community activities that are positive
- A commitment never to disrupt the learning of others

Respect for the Environment

- Respect for the buildings and facilities
- Respect for the equipment which has to be shared and re-used
- Respect for the environment and grounds

Rights and Responsibilities

My Rights and Responsibilities

- I have a right to the best teaching and to the best facilities available
- It is my responsibility to attend Academy, be punctual with good uniform and the right equipment
- It is my responsibility to participate fully in all lessons and to do my very best
- It is my right to have my individuality respected - talents , skills and abilities

My Rights and Responsibilities Towards Others

- It is my responsibility to show good conduct and behaviour towards staff, other students and the community – this demonstrates my respect for them
- It is both my right and my responsibility to understand that bullying of any kind is totally unacceptable at Arden Academy
- It is my right and my responsibility to contribute to the life of the Academy, lessons and community activities
- It is my responsibility **never** to disrupt the learning of others

My Rights and Responsibilities Towards the Environment

- It is our responsibility to look after the facilities and buildings of the Academy
- It is our responsibility to look after the property of other people and never to abuse it
- It is our responsibility to eradicate litter, graffiti and vandalism
- It is our responsibility to take an active part in protecting the local and worldwide environment

Procedures

We hope that all students operate within our expectations and understand their rights and responsibilities. Should a student struggle to live up to the expectations we have of them there are a variety of different strategies and support systems we can implement.

- Classroom management strategies by the classroom teacher
- Intervention by Head of Department
- Revised Curriculum
- Examination of grouping
- Tutor support
- HOY intervention and report systems
- Counselling
- Senior staff intervention
- Pastoral support programme

We hope that these interventions will offer the opportunity to transform behaviour to acceptable standards. The support path which is put into place will, in the first instance and if it is lesson based, be devised by the classroom teacher as the manager of their learning environment. If the behaviour is not improved it will be referred to and managed by a HOD who will put various strategies in place and where applicable sanctions to help modify behaviour and engage learning. If these strategies do not have a positive outcome and the student's learning is still impacting on the learning of others the HOD will generate a letter sharing with parents the strategies which have been implemented and sharing their concerns about the learning. A copy of the letter will then be shared with the HOY who will work with the HOD to support the student into appropriate learning behaviour

Teaching Appropriate Behaviour

We have agreed staff expectations about what is acceptable and what is not.

Expectations of behaviour are shared by senior staff and HOYs in assemblies and by form tutors. Each classroom teacher shares their expectations with their classes and ensures that seating plans are used to help promote an optimum learning environment.

- Our behaviour expectations are displayed around the building.
- Our expectations apply in all situations
- Our expectations are based on consultation

The PSHE curriculum defines many of the principles – it helps pupils as they come into the Academy to define what appropriate learning looks and feels like.

Valuing Appropriate Behaviour

At Arden we encourage our pupils to value themselves. We try where possible to notice, acknowledge and reward behaviour.

We do this through the use of

- praise postcards
- personal praise
- letters and phonecalls home

Praise is the best way value is communicated.

Discouraging Anti-Social Behaviour

At Arden we reject the anti social behaviour of the child not the child. We have a range of support structures to help pupils to reshape their behaviour choices. However behaviour which disrupts the learning of others is taken very seriously and a variety of sanctions may be put into use.

Departments can implement:

- Class teacher Detentions
- Departmental detentions/ Departmental Reports

Pastoral system can implement:

- Pastoral detentions/Pastoral Reports
- Internal exclusions

In all of these modifications of poor behaviour and a willingness to learn will be encouraged.

In certain circumstances students will be excluded from the Academy for a fixed period of time and in exceptional circumstances permanently.

It is our firm belief that we do not have a tariff system in the Academy because at Arden each incident is dealt with individually and takes the circumstances, surroundings and history of the individuals into consideration when deciding on sanctions.

Arden Academy is an inclusive Academy and exclusions are a last resort.

Who has responsibilities for Behaviour?

- The pupil
- Classroom teacher
- HOD
- Tutor
- HOY
- Head of Key Stage
- Head of Subject
- Senior Management
- Principal
- Parents

Working with Parents

- Working with Parents is essential as they are our partners in supporting their child's progress.
- Part of the Academy procedures for dealing with inappropriate behaviour is to involve the parents in helping our students to modify their behaviour.
- When the HOD has tried a variety of methods to support inclusion including sanctions and still the pupil is of concern a letter is written to parents.
- HOYs work closely with parents and may implement a report system to help monitor and improve behaviour.
- Persistent anti-social or disruptive behaviour will result in a Pastoral Support Programme and the implementation of an IBP (Individual Behaviour Plan). This is a programme of wrap around support to ensure that the Academy uses all the support agencies and strategies within its power to modify behaviour.

Use of Mobile Phone

- Use of mobile phone is prohibited in the Academy. If a mobile phone is visible or being used on the Academy premises at any time it will be confiscated and can only be collected by a parent/guardian. Persistent offenders will receive further sanctions.

Bullying and Cyber-bullying

- The Academy is clearly against any form of bullying. This is dealt with under our Anti-Bullying Policy.

Drugs Related Incidents

- The Academy has a strong anti-drug curriculum – any drug-related incidents are likely to result in a permanent exclusion.

Parent Responsibilities

- To accept and support the Academy's Student Behaviour Policy
- To recognise the Academy's need to balance the rights of the individual pupil with the effective conduct of the Academy as a whole
- To provide practical support to ensure that the child abides by the Academy's rules, for example: ensuring correct uniform; daily punctuality; homework undertaken in line with the Academy policy
- To actively participate in Academy related procedures, for example, monitoring diaries, report cards (for pupils 'on report') and attending meetings with Academy staff to discuss the child
- To inform the Academy of any personal circumstances that may affect the child's behaviour at the Academy
- To follow the appropriate procedures for contacting the Academy when it is necessary
- Not to drive cars onto the Academy site

Governor Responsibilities

- To fulfil the requirements of the law in relation to governors' responsibilities regarding discipline in the Academy
- To contribute to the formulation or review of the Academy's Behaviour Policy including the expectation about pupil behaviour

- To take positive steps to attempt to understand the complexities of ensuring high standards of pupil behaviour and the challenge this presents to the Academy staff
- To celebrate positively the standards expected and achieved by our pupils, both within the Academy, on the boards and in the wider community
- To support the Principal and staff in the operation of all behaviour related procedures pertaining to the day-to-day running of the Academy
- To judge the Academy both by directly observed behaviour and behaviour analysis
- If appropriate, to assist in the monitoring and evaluation of standards of behaviour
- To receive any representations by parents regarding the fixed term exclusions of their child
- To ensure a fair and consistent application of the policy regarding permanent exclusion

How the policy is monitored

Annually with groups of students and staff and by the Governing Body.

Appendix

The role of Academy organisational factors in the prevention of behaviour difficulties.

We recognise the importance of organisational factors in creating a positive environment.

Interactions between what the individual brings to the situation and the situation itself. The importance of quality classroom management.

Curriculum developments

Pupil groupings

Curriculum balance and variety

Cover supervision arrangements

Differentiation

Systems of support

System of support for pupils

Letters from HOD