



# Chiltern Way Academy

Turning Futures Around

## Behaviour Policy

**Responsibility for this policy (job title): Head of Campus**

**Responsibility for its review: Principal**

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## **Rationale**

We believe in creating a safe, happy and successful learning environment.

We are determined to give our students the skills and self-discipline to allow them to manage and take responsibility for their own behaviour.

## **Aims**

- To allow schools to create a calm, safe, orderly environment where both staff and students thrive and progress.
- To support a framework for intelligent responses to both positive and negative behaviour.

## **1. Objectives**

### **a) Students**

Are expected to work towards taking responsibility for their behaviour.

### **b) Parents and Guardians**

Are expected to take responsibility for the behaviour of their child both inside and outside of the Academy. Parents are expected to work closely with the Academy in order to maintain high standards of behaviour.

### **c) Staff**

Staff must understand and apply this policy. They must create a safe and high-quality learning environment that give students the best chance of success.

### **d) Senior Leadership**

In addition to the responsibilities of staff, see above, leadership is responsible for ensuring that this policy is applied on a consistent basis.

### **e) Heads of Campus**

Responsible and accountable for the implementation of this policy on their campus. They are responsible for ensuring that the policy is relevant and up-to-date.

### **f) Principal**

Responsible for ensuring that policy and practice are in place.

### **g) Chiltern Way Academy Trustees**

Responsible for supporting and challenging leadership on the quality and application of this policy.

## **2. Consistency**

Consistency is the key to outstanding behaviour management. Reason replaces emotion in behaviour interactions when students and staff have a common understanding of the Academy's expectations, how these will be positively reinforced and how infringements will be handled. Consistency can take the heat out of some potentially emotionally-charged situations when students know what to expect.

Staff will apply all Academy training and follow policies, protocols and procedures in relation to all aspects of behavior management. When staff have any questions or doubts they should immediately seek clarification and support from Senior Leadership.

### 3. Communication

Quick, accurate and effective communication provides the backbone to all we do.

- Staff must remain professional at all times regarding communicating with children and about children.
- Front line staff are issued with, and must carry, walkie-talkies when on duty. It is individual member of staff's responsibility to keep these charged at all times.
- The Senior Leadership Team (SLT) are issued with mobile phones. They must be charged and turned on when on duty.

### 4. Recording and Reporting

#### **Critical**

Transparent, accurate and prompt reporting will keep the whole community safe.

Please see the Academy Safeguarding Policy for issues around safeguarding.

- Staff must read the Academy Behaviour Watch Protocol (Behaviour Watch is an online recording platform).
- Parents of students involved in the incident must be informed when an incident of a serious nature occurs (Serious Incident: SI; or Physical Incident: PI).
- Incidents of a serious nature (SI or PI) must be reported to the SLT.
- Staff must complete a report on Behaviour Watch as soon as possible after the incident.
- Behaviour Watch will be used to record positive and negative behaviours.
- The information on Behaviour Watch will be analysed and used to effect positive change.

### 5. Reward

The Academy links conduct related behaviour to a system in which pupils can earn various short-term, medium term and long term rewards in order to reinforce positive behaviour.

#### a) Praise

This can be a very powerful positive reinforce when used in a considered way. Some students find direct praise hard to handle, especially in the company of peers, so praise should be as descriptive as possible and staff must be sensitive to the impact.

#### b) Vivo Miles

Vivo Miles is a web-based rewards platform. 'Vivos' are awarded against measurable and agreed student targets. The 'vivos' are then redeemed against relevant rewards. It is designed to support student recognition, increase student engagement and drive positive learning outcomes.

#### c) Vouchers

These are awarded for 'outstanding' progress, achievement or attendance.

#### d) Points' System

This recognises student effort and achievement in the classroom and beyond. Trips and activities are linked to the points system.

#### e) Communication with Parents / Guardians:

When a student has performed well staff may:

- Send a positive postcard.

- Make a positive phone call.
- Send a positive text message.
- Send a positive email.

**f) Non-contingent rewards**

a procedure that, as its name suggests, involves delivering **rewards** independent of the occurrence of any specified behavior in specific circumstances that may require this type of reward.

**6. Overarching Guidelines on Managing Challenging Behaviours**

If students trust you, respect you and feels safe around you then you can motivate and influence them. The reverse is also true. The academy will provide behaviour management training along with providing support with any relevant additional CPD. Staff are responsible for its application. It is everyone's responsibility to continually question and improve our behaviour management strategies.

Staff will apply the continuous cycle of:

- Observing best practice.
- Learn from best practice.
- Apply best practice.

All poor behaviour must be challenged and suitably addressed. Failure to do so undermines the entire culture of the school.

**7. Sanctions**

The Academy recognises the need to set clear boundaries for students. We must teach students about responsibility and accountability. This is our most important job. To do this effectively we must have consequences for negative behaviours.

- A stepped approach to setting sanctions will be applied consistently, giving students opportunities to de-escalate situations at each stage.
- We must always have regard for the nature of our students and their dynamic individual circumstances.
- All misbehaviour must be challenged appropriately and thoughtfully.

The Academy will also address poor behaviour outside of the Academy premises.

Examples of this include:

- Misbehaviour when taking part in any Academy-organised or Academy-related activity.
- Misbehaviour when travelling to or from the Academy.
- Misbehaviour when any student is identifiable as a student at the Academy.
- Misbehaviour that poses a threat to another student or member of the public.
- Misbehaviour that could adversely affect the reputation of the Academy.

The list is not comprehensive.

**Types of Sanction**

Staff must seek to de-escalate.

**a) Verbal informal / formal discussion**

Staff must thoughtfully challenge negative behaviour. Staff must be aware of 'the student audience' when having a conversation with students.

**b) Detentions**

- Across both campuses detentions take place at the following times at  
*Wendover* - Morning break, reflection time (KS3), lunchtime (KS4) and after school  
*Prestwood* - Reflection time at lunch and after school.  
A refusal to complete a detention will lead to an escalated consequence.  
Parents/guardians will be informed. Parents will be informed if students are placed in an after school detention and will be kept updated if there is a change in circumstances.
- Detentions may increase if the detention is not completed correctly (misbehaviour, failure to complete work etc.) or may be reduced if the student has completed all work set without incident.
- **Reflection time**  
Pupils will be given a 15 minute period at lunch to fill in a reflection form about why they have received this consequence.  
Pupils are promoted to seek staff and have the conversation about what alternative methods could be used to avoid this same scenario happening in the future. Pupils are expected to behave appropriately in this time and time could be extended if this is not completed appropriately
- There are occasions when detentions may be cancelled.

**c) Internal exclusions**

The duration depends upon the original behaviour and the behaviour during the internal exclusion.

Internal exclusions may be carried out on another Campus within the Academy e.g. Prestwood students carry out their exclusion at the Wendover Campus and vice versa. A member of staff will supervise the student at all times.

**d) Fixed Term Exclusions**

The Heads of Campus will ensure that a proper and fair investigation takes place, before considering a fixed term exclusion. The Principal makes the final decision on fixed term exclusions. The Academy is responsible for the student's education on/off site from the sixth day onwards. The Academy abides by government guidelines on exclusion ([http://dera.ioe.ac.uk/21549/1/Exclusion\\_Guidance\\_-\\_January\\_2015.pdf](http://dera.ioe.ac.uk/21549/1/Exclusion_Guidance_-_January_2015.pdf))

Examples of reasons for fixed term exclusion:

- Persistent disruptive behaviour.
- Behaviour that seriously compromises health and safety.
- Behaviour that seriously compromises good order and discipline.
- Behaviour that seriously compromises the authority of staff.
- Behaviour that seriously compromises other students learning.
- Serious or repeated bullying of students.
- Repeated abuse of mobile phones, mp3 players, or gaming devices.

This is not an exhaustive list.

The Academy will inform parents on the same day that the decision to exclude is made. A formal exclusion letter will follow. Students and parents are required to attend a return from exclusion meeting.

**e) Permanent Exclusion**

The Academy recognises the DfE's guidance and fully accepts that permanent exclusion is both a serious decision and, on occasions, a necessary decision.

We accept, given our level of resourcing, that not all students can be, or will be, successful at the Academy. The Principal may decide to permanently exclude a student in response to a serious breach (one off), or persistent breaches, of the Academy's Behaviour Policy; and where allowing the student

to remain in the Academy would seriously harm the education or welfare of said student or others in the Academy.

Examples of this include:

- Carrying an offensive weapon.
- Supplying an illegal drug.
- Actual or threatened assaults on students.
- Actual or threatened assaults on Academy staff.
- Actual or threatened sexual abuse or sexual assault on a member of the Academy community.
- Persistent and defiant mis-behaviour (including bullying and racism).
- Arson.
- Theft.

This is not an exhaustive list.

The Academy will ensure that the student has an opportunity to present his/her case before a final decision is taken. This might not always be practicable as identified in DfE guidance. The Principal will also take account of any mitigating factors.

The underlying principles behind any permanent exclusion include:

- The school is unsuitable to the child's age, aptitude or special educational needs.
  - The Placement would be incompatible with the efficient education of other children with whom the child would be educated, or the efficient use of resources.
- (Education Act 1996)

The following are subsets of the above:

- Welfare and safety of the student.
- Welfare and safety of all members of the academy community.
- Safe running of the academy.
- Educational outcomes for all students.

No educational facility can operate safely if staff are being assaulted and the assaults are being excused. Staff will not want to work in an unsafe facility.

The Local Authority must provide full-time education from the sixth day of a permanent exclusion.

## **8. Confiscation of Inappropriate Items**

The general power to discipline (as described in DfE Guidance Behaviour and Discipline in Academies 2016) enables a member of staff to confiscate, retain or dispose of a student's property as a consequence, so long as it is reasonable in the circumstances. The law protects staff from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

The Academy will use the power to search without consent for "prohibited items" including:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that has been, or is likely to be, used to commit an offence, cause personal injury or damage to property; and
- Any item banned by the Academy.

Weapons, knives and extreme, or child, pornography, will always be handed over to the police, otherwise the Academy will decide if and when to return a confiscated item.

## **9. Reasonable Force**

Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the Academy. For further detail, please refer to the Care and Control Policy.

## **10. Quiet Rooms**

The Academy operates supervised quiet rooms and one to one rooms. These rooms provide a calm space for unsettled students. A number of students can use quiet rooms at the same time.

One to one rooms are used when the student needs to be in a calm space, away from other students. Students can request to go to this space, or a member of staff can request that they go to this space.

There are occasions when a student will be kept in these rooms for longer periods. The rooms are not locked and a member of staff is always in the rooms with the students. There is CCTV in operation at all times.

Students will remain in the quiet room until it is appropriate and safe for them to leave. When required, staff will use available skills, aligned to training, to de-escalate the students during this time. Reasonable force will be used when required (please read Academy Care and Control Policy).

## **11. Diversity and Equality**

The Academy believes in equality. Equality is the principle of equal treatment for all people irrespective of their gender, ethnicity, disability, religious beliefs, sexual orientation, age or any other recognised area of discrimination. Prejudice and discrimination will be challenged. See the Academy Race and Equality Policy for further details.

## **12. Bullying**

Students are entitled to receive their education free from humiliation, oppression, harassment (including racial harassment) and abuse. Bullying does not just affect bullies and victims; it also affects students who may witness violence, intimidation and the distress of the victim. It can damage the atmosphere of a class, a dining room, an evening activity and ultimately the Academy.

All members of the school community have a responsibility to prevent bullying. This policy contains guidelines to support this ethos. The Academy is committed to taking an active role in the elimination of all forms of bullying and harassment.

No student will be discriminated against, harassed or receive less favourable treatment on the grounds of gender, race, colour, ethnic or national origin, disability, sexual orientation, age, religious or political views.

Please see Anti Bullying Policy for full details.

### 13. Student and Staff Welfare

This is of paramount importance:

- Please speak to a member of SLT, Headteacher or Principal ASAP if you have concerns relating to any child within Chiltern Way Academy (CWA).
- Please speak to a member of SLT, Headteacher or Principal ASAP if you have any concerns relating to your own training or development.
- Please speak to a member of SLT, Headteacher or Principal ASAP if you have any concerns relating to health and safety at CWA.
- Please speak to a member of SLT if you do not understand policy and practice or you feel it could be improved.

### 14. Training and Development

All front line staff will receive General Services Training with refreshers taking place on an annual basis. General Services is a holistic behaviour management approach.

In addition to this, staff receive comprehensive ongoing training on the students' needs and how to manage them.

### 15. People and Organisations you can talk to

Designated Safeguarding Leads (DSL):

Head of Wendover Campus; Gary Regan  
Head of Prestwood Campus: Nick Hall

Designated Safeguarding Officers (DSO):

Laura Lower  
Carol Sanderson  
Tabitha Rowe  
Wayne Bridge  
Tom Stibbs

Students' parents

A friend

Anti-Bullying Campaign                      020 7378 1446

Childline    0800 11 11

Connexions                                        08080 013219

Kidscape    08451 205204

Local Government Ombudsman            020 7217 4620

Parent-line Plus                                 08088 002222

Anti-Bullying Network                        0131 651 6100

Samaritans 08457 909090

The Children's Legal Centre 08453 454345

**Useful Websites for parents:**

<http://www.chilternway.org/>

<http://www.parentinguk.org/>

<http://www.netmums.com/>

<http://www.fatherhoodinstitute.org/>

<http://www.dad.info/>

<http://familylives.org.uk/>

<http://www.parentlineplus.co.uk/>

<http://www.supernanny.co.uk/>

**ADHD:**

<http://www.addiss.co.uk/>

<http://www.livingwithadhd.co.uk/>

<http://www.adhd.org.uk/>

<http://www.youngminds.org.uk/>

**Autistic Spectrum Disorder:**

<http://www.autism.org.uk/>

<http://www.dimensions-uk.org/support-services/autism-care/>

<http://www.wasfamily.co.uk>

<http://bucksautism.com/>

<http://www.autismoxford.org.uk>

<http://www.childrenintouch.org.uk/>

<http://www.netmums.com/south-bucks/local/index/support-groups/special-needs-autism-aspergers>

**Oppositional Defiant Disorder:**

<http://www.squidoo.com/Oppositional-Defiant-Children>

<http://www.kidsbehaviour.co.uk/OppositionalDefiantDisorderODD.html>

**Conduct Disorders:**

<http://www.conductdisorders.com/>