



POST 16 BEHAVIOUR POLICY

Be safe, be respectful, be responsible.

Document control table			
Document title:		Post 16 Behaviour Policy	
Author (name & job title):		Sabiha Laher, Associate Executive Principal Janette Shae, Director of Post 16 (Post 16 Centre, Worksop) Clare Schulze, Director of Post 16 (Outwood Academy Newbold) Melissa Brant-Smith, Previously Director of Post 16 (Outwood Academy Ripon) now Principal of Outwood Academy Riverside	
Version number:		V3	
Date approved:		12 October 2020	
Approved by:		OGAT Board	
Date of next review:		October 2021	
Document History			
Version	Date	Author	Note of revisions
V1	1.9.17	SL, JS, CS, MBS	
V2	4.4.19	SL, JS, LBM	Updated in line with review of secondary behaviour policy
V3	Oct 2020	S Laher M Hassack	Policy reviewed, no updates. Separation of appendices relating to letters from main policy.

Introduction

The overarching aim of our behaviour policy is to promote positive behaviour, to ensure our students grow into safe, respectful and responsible citizens and to allow all students to learn in a calm environment.

We want all of our students, during their time with us, to reach the **top of the pyramid**, meaning *that they leave us as good citizens*, and this is the rationale for our approach. We want all of our students to behave with dignity, safety and responsibility. We want our students to do this not only because they have to, but because they want to, and are mature enough to know how to do the right thing.

The pyramid below shows the reasons why students might behave well. We want all of our students to aim for the top of the pyramid.

I behave well because:



Expectations for all students

We expect students to:

1. Be safe
2. Be respectful
3. Be responsible

We **work** with students to ensure that they understand why it is important to be safe, be respectful and be responsible.

We **teach** students how to be safe, respectful and responsible members of the community because this enables them to learn better and also prepares them for life once they leave our academies.

For students who find it difficult to meet our expectations, we will make reasonable adjustments for them. If a student chooses to behave in a manner which is not safe, respectful or responsible then there are consequences and support in place to help these students to modify their behaviour.

Where patterns of misbehaviour are presented, the school will endeavour to discern if there are any factors impacting on the student's decision making, and take a judgement about suitable consequences or support.

Our aim is to ensure that students are safe, respectful and responsible **because it is who they are**. In Outwood Academies, this is about being at the **top of the pyramid**.

I. Being safe

What this means in our academies, why it is important and how we teach our students to be safe

Students should always act in a way that keeps themselves and others safe, at school, in the community and online. This includes children and adults in the academy. It also extends to visitors and members of the public.



We expect students to follow the Outwood Safety CHOICES (Concerns should be reported to an adult immediately, Help others when they need it, Offer support to others, Instructions from adults should be followed immediately, at all times, Careful and sensible movement around the building, Ensure that you always keep yourself and others free from danger, Stay in permitted areas only).

We teach our students to be safe through a programme of activities in the Guidance curriculum and Mentoring curriculum. This is also reinforced as part of our 'Academy Conduct Expectations' (ACE) programme each year.

What happens if a student does not behave in a safe manner

Where a student behaves in a manner which puts themselves or others at risk, an appropriate sanction will be given, at the academy's discretion, in line with the 'Overview of Our Sanctions System' below.

2. Being respectful

What this means in our academies, why it is important and how we teach our students to be respectful

Students should always act respectfully and be kind to everyone. This means treating everyone, of any rank or stature, as important because they are human beings who deserve to be treated with dignity. It also extends to visitors and members of the public. We expect our students to work hard and be nice to people – their peers and adults. Our students should be polite and courteous to each other and to adults at all times. This is about developing good manners that they can carry with them throughout their lives.

Listening and behaving well in lessons



In lessons, teachers need to get students' attention to give instructions and to teach effectively. Therefore, in our academies, teachers may raise their hand as a signal to students to do the same (it also indicates that students should stop what they are doing, be silent and wait for instruction). We may also ask students to STAR (Sit up listen carefully, Track the teacher, Ask and answer questions, Respect others). Teachers will make it clear when this is expected by using '321 and STARS' in lessons when students' attention is needed.

All academies will use 'hands up' for getting student attention in social spaces and when needed outside of lessons.

Communicating with others

Be phenomenal and remember...



Students will always use STEPS when communicating (Sir or Miss, Thank you, Excuse me, Please, Smile).

We teach our students to be respectful through a programme of activities in the Guidance curricula. This is also reinforced as part of our **'ACE'** programme each year.

What happens if a student does not behave in a respectful manner

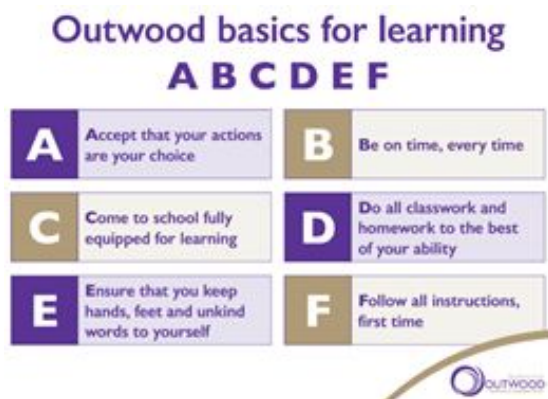
Where a student behaves in a manner that is disrespectful to another student or an adult, an appropriate sanction will be given, in line with the 'Overview of Our Sanctions System' below.

3. Being responsible

What this means in our academies, why it is important and how we teach students to be responsible.

Students should always act responsibly. We expect our students to work hard and take responsibility for their own behaviour, actions and learning. This includes behaving well at all times, taking responsibility for looking after the academy's resources, using the building and facilities well as well as working hard to complete all work set.

Responsibility for learning and actions



Our students follow the Outwood basics for learning ABCDEF (Acept that your actions are your choice, Be on time, every time, Come to school fully equipped for learning, Do all classwork and homework to the best of your ability, Ensure that you keep hands, feet and unkind words to yourself, Follow all instructions, first time)

We teach our students to be responsible through a programme of activities in the Guidance curriculum. This is also reinforced as part of our 'ACE'

programme each year.

What happens if a student does not behave responsibly?

Where a student does not act responsibly or does not accept responsibility for their actions, an appropriate sanction will be given, in line with the 'Overview of Our Sanctions System' below.

Rewards and Sanctions

We want to help students to make the right choices. In order to do this, it is important to help students understand that actions have consequences, and as part of this system we operate a robust sanction and reward system. This is part of how we manage behaviour rather than the entirety of our processes, which include how we live our values, and constantly teach one another by our actions and our words.

Our sanction systems are there to act as mild deterrents to misbehaviour, and as part of how we define and uphold our culture of safety, respect and responsibility. They work best when they are consistent, fair and proportionate. Our rewards are targeted, sincere, and also promote our values.

Overview of our praise systems

We have many ways in which we reward and encourage students to do the right thing. Examples include:

- **Outwood Honours Plus Programme** – This values the learning, attitude and engagement of our students during their time at academy and their personal endeavour outside of school. Through the Outwood Honours Plus Programme, students' effort, engagement and endeavour is acknowledged through recognition and honours awards.
- **Praising Stars** – all students receive a Praising Stars report every half term which includes recognition of effort. This is sent home to parents/carers. Students whose effort is particularly high are invited to celebrate at an event hosted by the principal of the academy.
- Students that go above and beyond our normal expectations are given a P* Form by members of staff.
- Prom – students reaching the end of year 13 whose effort has met our expectations will be invited to attend the prom.

Each academy could/will also have additional bespoke praise/rewards that are used to reward students. It will be up to each academy to devise appropriate rewards that give the most impact. These additional rewards will be noted in a contextual document which is separate to the behaviour policy.

Overview of our Sanctions System

Cause for Concern – Guidance notes

Stage 1 Cause for Concern

- Issues to do with student behaviour or students not meeting expectations are dealt with at subject teacher/department level.
- When relevant staff consider that the student is not responding adequately to their support and intervention, the initiating member of staff completes the Cause for Concern (appendix 2 - green) document
- Relevant staff approach the Learning Manager (LM) for advice and support.
- The outcome is either that the issue remains at departmental level for further intervention or Stage 2 is initiated.

Stage 2 Review Meeting

- The LM contacts the student's other subject teachers, to gather information in a broader sense via email. This should be returned to the LM within 2 working days.
- A formal meeting occurs between the LM and the student – recorded on the stage 2 review meeting document (appendix 3 - green).
- Communication is made with home.
- A copy of the document detailing the outcome/targets is circulated to relevant staff.
- An on-going formal log/record is kept by the Learning Manager during this 1 to 4 week process.
- Information via an email will be requested from staff prior to the next review meeting.
- The Learning Manager to make the decision as to whether escalation to stage 3 is required or whether the student remains on stage 2.

Stage 3 Learning Contract

- A meeting is set up with the student, their parents/carers and appropriate staff.
- A review of the intervention and support occurs and a learning contract is drawn up and signed (appendix 4 - white).
- Failure to meet the targets listed will result in the student moving to stage 4.
- Copies of the contract are issued to relevant staff and the student. Parents/carers will also be sent a copy with an accompanying letter.
- An on-going formal log/record is kept by the Learning Manager during this 2 to 3 week process.
- Information via email will be requested from staff prior to the student review meeting.
- The Learning Manager will then make the decision as to whether escalation to stage 4 is required or whether the student remains on stage 3. Parents/carers will be notified of the review outcome.

Stage 4 Final Learning Contract

- A meeting is set up with the student, their parents/carers and appropriate staff.
- A review of the intervention and support occurs and a Stage 4, Final Learning Contract (appendix 5 - Red) is drawn up and signed.
- Copies of the contract are issued to relevant staff, the student and parents/carers and a formal letter (appendix 6) is sent home.
- A weekly monitoring report (appendix 7 - Red) is issued to the student each Monday and teacher comments on the report are reviewed at the end of every Friday/following Monday morning.
- Loss of report, failure to have the report completed or failure to meet the agreed targets may mean the student is asked to leave the subject.

Discretion

No behaviour policy can cover all eventualities. The principal reserves the right to use their discretion, in line with this policy, to help Outwood students make better choices and learn the right lessons in order to move towards the top of the pyramid.

Permanent Exclusion

A permanent exclusion can be issued by the principal for extreme violation of our expectations of students to be safe, respectful or responsible.

Whilst this list is not exhaustive, the following are examples of behaviour which can result in permanent exclusion:

- a. serious actual or threatened physical assault against another student or a member of staff;
- b. sexual abuse or assault;
- c. supplying an illegal drug;
- d. possession of an illegal drug with intent to supply;
- e. carrying an offensive weapon (items judged by the principal to be carried with the potential to inflict injury on another individual);
- f. making a malicious serious false allegation against a member of staff;
- g. potentially placing students, staff and members of the public in significant danger or at risk of significant harm;
- h. persistent disruption and defiance including bullying (which could include racist or homophobic bullying) or repeated possession and/or use of an illegal drug or drug paraphernalia on school premises;
- i. deliberate activation of the fire alarm without good intent;
- j. repeated or serious misuse of the Academy computers by hacking or other activities that compromise the integrity of the computer network;
- k. repeated verbal abuse of staff;
- l. any other offence not listed but is, in the opinion of the principal, so serious that it warrants a permanent exclusion.

Supporting our students to get to the top of the pyramid.

If students find it difficult to meet our high expectations of being safe, respectful or responsible, we will support them through appropriate reasonable adjustments and interventions to help them to move towards the top of the pyramid.

Consideration will be given as to whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the academy will consider whether a multi-agency assessment is necessary.

Reasonable Adjustments

Where appropriate, we will make reasonable adjustments for students, including those with special educational needs and/or disabilities, whose specific needs mean that they find our high expectations difficult to meet. A reasonable adjustment never means that we lower our expectations. It means that some students need additional support to ensure that they meet the high expectations that we have for all of our students.

Interventions

We will support students to be safe, respectful and responsible in order to move towards the top of the pyramid by offering support, training, advice, and other interventions to help them.

Part-time timetables

The Principal, in limited circumstances, may make use of a part time timetable to support a student where necessary. This will be for a limited time and will be agreed with parents.

Additional Provision

The Bridge - This provision, within the academy, offers opportunities for vulnerable students at any point in their education to receive support and interventions relating to social, emotional and mental health. This is a bespoke provision which also ensures that students do not fall behind academically.

Other - Each individual academy may use other additional provision, depending on resources available, to support a student's ability to reach the top of the pyramid. This includes, but isn't limited to, small group work, additional adult support, support of external agencies and programmes etc.

Complaints regarding the use of this policy

Complaints regarding any issue relating to this policy should be made in accordance with our Complaints Procedure. Copies are available on the academy's website or from the academy reception.

Where an exclusion is imposed on a student, parents have the right to make representations about the exclusion in line with the legal framework relating to exclusions and will be detailed in all exclusion letters, suspension (fixed term) and permanent.

Due regard for legal frameworks and guidance

The Outwood Grange Academies Trust (OGAT) Behaviour Policy complies with all relevant DfE statutory guidance.

Due regard for the Public Sector Equality Duty and the Equality Act 2010

We will always operate in accordance with the Public Sector Equality Duty and the Equality Act 2010.

In our academies, leaders will endeavour to thoroughly analyse groups of students with protected characteristics and the use of sanctions (detentions, time in the Consequences Classroom and exclusions) and take action to eliminate any disadvantage and ensure equality of opportunity.

Analysis and impact of the use of this policy will be reported to the academy council and the trust board.

APPENDIX I

Post 16 Intervention used in conjunction with the behaviour policy.

Stage 1	Stage 2	Stage 3
Meeting with Learning Manager	Meeting with SLT member	Meeting with Principal
Positive comments book	Reintegration meeting	Reintegration meeting
Target card to Learning Manager	Internal Behaviour Committee meeting	
After Academy enrichment	Breakfast/Break/Lunch club	Internal Behaviour Committee meeting
Classroom observation	Peer Mentor	SLT mentor
Learning Manager group work	SENDco involvement	Learning Support withdrawal

Change of Guidance group	SENDco meeting with parent/carer	Social Skills Work Group
Change of teaching group	SSPO involvement	Targeted work with SSPO
1:1 support	Restorative Justice	1:1 support
Course change	Booster session for core subjects	Bridge RED
Green on Vulnerable Register	1:1 support	Red on Vulnerable Register
Dyslexia intervention	Course change	Further SEND intervention
Additional adult support	Self-esteem group work	Additional adult support

Structured seating plan	Refer to Bridge	Anger management
Specialist equipment	Amber on Vulnerable Register	CAF meeting
Smoking Cessation Group	Dyslexia intervention	EPS referral
Peer Mentoring	Additional adult support	CAMHS referral
	Refer to Inclusion Team Meeting (JCM)	Personal interview with Connexions
	Signs of Safety with student and parent/carer	Individual Support Package
	EPS referral	Working with other professionals

	CAMHS referral	Enrichment programme
	Outreach support from Learning Centre	Differentiated tasks
	SLT mentor	Differentiated homework
	iSpace	Targeted work with Social Worker
	Cross Project	
	Individual Support Package	
	Increased Learning Manager tracking	
	Enrichment programme	

	Differentiated tasks	
	Differentiated resources	
	Praise and Progress booklet	
	Time out card	
	Anger management	
	Initiate CAF	
	Target card to SLT	
	Social worker involvement	
	EWO involvement	

	Social Skills programme	

Provision MAP Wave I in addition to Stage 1/2

	Provision
	Dyslexia Intervention/classroom
	Break Club – Bridge
	Break Club – SEND
	Lunch Club – Bridge
	Mentoring
	Specialist Equipment – overlay etc.

	SENDco advice
	Connexions advice
	Lift access to classrooms
	Differentiated resources
	Enrichments
	Additional adult support
	Attendance letter
	Structured seating plan
	Medical card

	Differentiated classwork & homework
	OTHER

Provision MAP Wave 2 in addition to Stage 2/3

	Provision
	LM intervention target card
	Access arrangements
	Anger management input
	Personalised learning
	CAF support

	Small group work
	Advice from EAL service
	Use of ICT – laptop /netbook
	Tests and exams taken out of the normal setting
	Outside agency consulted
	Learning Manager Pass
	Bridge management
	Risk assessment
	Specific staff briefing and deployment

	Speech and language group
	Speed up programme
	Special arrangements exams and controlled assessment:
	<ul style="list-style-type: none">• Scribe
	<ul style="list-style-type: none">• Reader
	<ul style="list-style-type: none">• Extra time
	<ul style="list-style-type: none">• Access to ICT
	<ul style="list-style-type: none">• Alternative location
	Bereavement support

	Attendance intervention
	Restorative justice
	Increased Connexions advice
	SWITT
	BEAM
	Youth Offending Team
	CGL
	Physio
	Occupational therapist

	School health
	STAR
	Young Carers
	Reach
	Parenting contract
	OTHER

Provision MAP Wave 3 in addition to Stage 3/4

	Provision
	IEP linked to EHCP/Annual Review

	CAF
	Risk assessment
	Assessment for specialist staff
	Close relationship established and maintained with parents/carers
	1:1 support at lunchtime
	TA support 1:1
	Teacher input 1:1
	TA group support
	Additional differentiation

	CiN/CP meetings
	LAC team involvement
	Access arrangements of 1:1
	Use of specific resources (laptop, specialist seating, etc.)
	Outside agencies
	Part time personalised timetable
	SLT intervention
	Bridge – RED
	Social services

	Small group precisions teaching for speech and language difficulties
	Regular Educational Psychologist support
	Advisory teacher LSS
	Advisory teacher HI
	Advisory teacher VI
	Advisory teacher CIS
	Advisory teacher SLCN
	School exclusion team
	OTHER