



Respect



Resilience



Success



Countesthorpe Academy

BEHAVIOUR POLICY 2020 - 2021

Policy Reviewed and Adopted by the Governing Board on:

Signed (Chair of Local Governing Board):

Date of Next Review:

Responsible Officer:

September 2020

Mrs K Rose (Acting)

September 2021

Mr D Thurston

Behaviour Policy 2020-2021

Documentation Information			
Reviewed By	DTH/KRU/AHU/ NWI	Responsibility	DTH/KRU/AHU/NWI
Last Reviewed	December 2020	Next Review	December 2021
Review Cycle	Annual	Ratified by Governors	

Rationale

The Behaviour Policy is based upon the principle of creating a safe, supportive and inclusive learning environment to allow students to do the best they can. Behaviour and Behaviour for Learning form a key component of the Strategic Plan and is a key priority for the Academy. This Behaviour Policy is based upon the core values of the College:

- **Respect** – How we speak to and treat each other. Staff plan engaging and effective lessons and students respect others' learning. A mutual respect of teacher and learner will produce an optimal outcome
- **Resilience** – Staff persist in having high expectations of all students in all key stages to be certain that no student will underachieve. They will try various means to engage the student in their learning and understanding of their role within society. Students here are resilient, have high expectations of themselves and work towards their different learning, goals.
- **Success** – This is based upon the individual. Some students will have exemplary behaviour records, others will need help to adjust their behaviour. As an Academy we believe that 'success is the journey, not a destination.' (Arthur Ashe)

These values ensure that students are always:
 In the right place, at the right time, doing the right thing

Countesthorpe Academy Approach

This policy has been developed within a period of consultation which has included the LiFE MAT, the leadership team, support staff, heads of department, teaching staff and parents.

This policy is based upon:

- A clear set of rules
- Rewards
- Support and Challenge
- Redemption
- Clear communication

To aid the implementation of this policy a toolkit for Academy staff is provided.



Aims

- To ensure that all Academy staff are equipped with the necessary skills to successfully bring out the best behaviour in our students
- To ensure that students understand that actions have consequences (both positive and negative)
- To embed a clear and consistent approach to behaviour management
- To implement a whole school, integrated approach to building character

Expectations

Academy staff are expected to implement the Academy's practices with regards to behaviour in a fair and consistent manner. (See POSTED Ladder and Behaviour Toolkit)

As a College, our expectations are that we will all be the best we can be.

For students this means that they follow the Academy's rules:

For teachers and Academy staff this means:

- They will produce a seating plan for each class and store it on Satchel:one so that it may be accessed by other colleagues
- Heads of Year will be in their Year Base to monitor the behaviour of students during lesson change over as classes may not move but staff will.
- Leadership team are on duty during lesson change over
- All staff are 'on duty' in corridors – the adage, 'the behaviour we ignore, is the behaviour we accept' applies
- Staff should follow the one-way system at all times
- Staff should be courteous to one another

Consistent behaviour management across the college includes:

- Be polite to each other
- A classroom routine that is adhered to
- Allowing a student to rectify a situation
- Modelling the behaviour we want to see
- Clear and consistent expectations

Responsibilities

The Senior Leadership Team is responsible for:

- Working with Heads of Department and Year Team Leaders to support Behaviour Management, providing training to ensure they are equipped to undertake their areas of responsibility
- Monitoring the overall quality of Behaviour Management identifying strengths to share, and areas for development
- Monitoring the overall quality of behaviour across the Academy, identifying areas of strengths to share, and areas for development or particular issues



- Providing relevant information on whole college Behaviour for the Principal and Governing Body
- Managing any focused observations and training for staff who need support
- Monitor the use of the Behaviour Support Centre
- Make informed decisions about the use of extended support
- Make appropriate referrals to the South Leicestershire Inclusion Partnership
- Oversee and agree FTE as outlined in the Exclusion Document
- Monitor the impact of sanctions and rewards upon the behaviour of individual students and groups of students as appropriate

Year Team Leaders and Heads of Year are responsible for:

- The quality of behaviour within their Year Group
- Supporting staff in implementing the behaviour policy and in developing positive relationships
- Monitoring tutors, ensuring that they adhere to the policy and are actively supporting the Raising the BAR initiative.
- Ensure that members of their team are keeping parents and carers informed of issues that are preventing their child from learning
- Create Pastoral Support Plans for students as appropriate

Curriculum/ Middle Leaders are responsible for:

- The quality of behaviour within their Curriculum Areas
- Ensuring that lesson planning is completed for lessons in line with college expectations
- Working with the department staff to provide an effective learning environment
- Supporting staff in implementing the behaviour policy and in developing positive relationships
- Working with the department to ensure appropriate resources are available to deliver the curriculum effectively
- Ensuring staff follow the behaviour policy to support teaching and learning
- Ensure that members of their team are keeping parents and carers informed of issues that are preventing their child from learning

Classroom staff are responsible for:

- Follow the Behaviour Policy in line with the Academy's expectations
- Tutors check uniform and equipment daily
- Ensuring that each lesson is a fresh start for a student
- Working with the Heads of Department and other leaders to develop their own behaviour management
- Providing peer support, where required, to support the development of other teachers

Other Academy Staff are responsible for:

- Follow the Behaviour Policy in line with the Academy's expectations



Respect



Resilience



Success

- Take an active role with student behaviour and challenge behaviour that does not meet the Academy's expectations

Strategies and Supporting Documents

To be effective, this policy is supported by the following key documentation:

- DFE Guidelines January 2016
- Countesthorpe Academy Risk Mitigation Plan
- Countesthorpe Academy Behaviour Toolkit
- Raising the BAR initiative
- PP strategy
- Lesson observation and learning walk summaries, and annual reports
- QA Policy
- SEND Policy
- Professional Learning Programme
- Coaching guidance