



# Countesthorpe Academy

## Behaviour Policy 2022 - 2023

*Policy Reviewed and Adopted by the Governing Board on:*

*September 2022*

*Signed (Chair of Local Governing Board):*

*Mr J Taylor*

*Date of Next Review:*

*September 2023*

*Responsible Officer:*

*Mr D Thurston*

## Behaviour Policy 2022-2023

Documentation Information			
Reviewed By	DTH/AHU/NWI	Responsibility	DTH/AHU/NWI
Last Reviewed	December 2021	Next Review	December 2022
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 Academy:

- **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



Respect



Resilience



Success

- 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 Academy, 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 Academy 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 Academy Behaviour for the Headteacher 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 Academy 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
- 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

## PE Kit

At Countesthorpe Academy we need students to be Countesthorpe Academy ready for every PE lesson. Students are expected to arrive to every lesson with all the items of the compulsory PE kit that they will need for that lesson in order to be the best they can be. It is the student's responsibility to have the correct kit, for both their indoor and outdoor PE lessons, which are clearly outlined to students.

If a student forgets their PE kit, they must inform the teacher at the beginning of the lesson, so their teacher is aware. Students will be given an Information point – No PE kit mark on the register, which will be highlighted on the Arbor app.

Teachers will keep account of the number of times a student forgets their PE kit and will ensure that the correct sanction is given. The sanctions for a student's not having their PE kit is outlines below:

1<sup>st</sup> time- Verbal warning -recorded on Arbor/Arbor App

2<sup>nd</sup> time- Email sent home- recorded on Arbor/Arbor App

3<sup>rd</sup> time- Class teacher calls home- recorded on Arbor/Arbor App – 2 lessons of parked learning within PE

4<sup>th</sup> time- HOF contact home – recorded on Arbor – 2 lessons of parked learning within the Faculty and lunch time detention

Failing to comply with this policy will result in intervention from the senior leadership team.

In the UK, Physical Education is compulsory in schools until the age of 16. If your son/daughter has an illness or injury and they are well enough to be in school, then they are assumed to be well enough to participate in any PE lessons they have on that day. If you deem you son/daughter needs to be excused from PE due to illness or injury then they should either bring a note to their PE teacher, or email the reason why they need to be excused from PE to [pestaff@clcc.college](mailto:pestaff@clcc.college)

We fully understand that when there is a long-term injury or illness students still want to feel part of the lesson, if so then your son/daughter will still need to bring in their PE kit, as they will still be fully involved



Respect



Resilience



Success

in the lesson, either being a coach, leader, or referee. If a student is to be excused from PE for any period lasting longer than 2 weeks, then a copy of a doctor's note or Hospital note will be needed for our records, or your son/daughter will be required to take part in practical lesson.

In PE we follow the whole school policy for banned items. This includes but is not restricted to confiscating hoodies, jewellery, spray deodorants and mobile phones.

Students should bring a change of footwear for PE this is to protect our teaching space...

Coats are not permitted in PE, so we recommend when it is cold students bring extra layers for outdoor PE. This includes but is not restricted to base layers and extra t shirts/layers, but students must wear their CA PE top as their most outer layer.