The Belvedere Academy

Behaviour Management Policy

> **"Students' behaviour is impeccable. They are courteous and polite, relate very well to each other and to adults and are very happy at the Academy. They are enthusiastic about their learning and this contributes significantly to their progress." Ofsted 2015**

The Academy Trust Board, Local Governing Body, and staff of The Belvedere Academy accept these principles and seek to create an environment in the Academy, which encourages and reinforces good behaviour. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the educational process.

Aims

1. To create an environment, which encourages and reinforces good behaviour.

2. To promote self-discipline and positive relationships.

3. To ensure that the Academy's expectations and strategies are widely known and understood.

4. To encourage the involvement of both home and Academy in the implementation of this policy.

Standards of Behaviour and Academy Ethos

The adults at The Belvedere Academy have an important responsibility to model high standards of behaviour, both in their dealings with the girls and with each other, as their example has an important influence on students.

As adults we should aim to:

1. Create a positive climate with realistic expectations.

2. Emphasise the importance of being valued as an individual within the group.

3. Promote, through example, honesty and courtesy.

4. Provide a caring and effective learning environment.

5. Encourage relationships based on kindness, respect and understanding of the needs of others.

6. Ensure fair treatment for all regardless of age, gender, race, ability and disability.

7. Show appreciation of the efforts and contribution of all.

The Curriculum and Learning

The Belvedere Academy believes that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual students, the active

involvement of students in their own learning and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the students, and differentiated to meet the needs of students of different abilities. Marking and record keeping can be used both as a supportive activity, providing feedback to the students on their progress and achievements, and as a signal that their efforts are valued and that progress matters.

Classroom Management

Classroom management and teaching methods have an important influence on students' behaviour. The classroom environment gives clear messages to the students about the extent to which they and their efforts are valued. Relationships between teacher and student, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way the students behave. Overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding, which will enable the students to work in co-operation with others. Praise should be used to encourage good behaviour as well as good work.

Rewards & Recognition

Emphasis should be on rewards and recognition to reinforce good behaviour. Rewards and recognition have a motivational role, helping students to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. Praise can be earned by the maintenance of good standards as well as particularly noteworthy achievements. Students can be rewarded in the following ways:

- Verbal praise, in a variety of contexts.

- Collective or individual praise in assemblies (e.g. good behaviour on an Academy visit).

- Credit notes for good work and academic achievement with rewards given on a regular basis.

- Written or verbal communication with home praising high standards of behaviour.

- End of term/year outings/rewards, which reward high standards, including behaviour.

- Key Stage Manager's Award

Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a strong need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the Academy community.

The use of sanctions should be characterised by two features:

1. It must be clear why the sanction is being applied.

2. It must be made clear what changes in behaviour are required to avoid future punishments.

Sanctions may include the following:

- Expressions of disapproval

- Withdrawal of privileges

- Detention

- Referral to Form Tutor, Curriculum Leader, Key Stage Manager, Assistant Principal, Vice Principal or Principal depending on the nature and severity of the misbehaviour

- Letter or phone call to parents/carers

- Meeting with parents

- Placing on a Daily Behaviour Report System

- Internal exclusion

- Exclusion from the Academy (Principal's decision only)

- Referral to the Academy's Governing Body

Where antisocial, disruptive or aggressive behaviour is frequent and recurs and these sanctions have not brought about any improvement, it may be necessary to refer students to other agencies (i.e. Educational Psychologist) to receive specialist help.

All staff are expected to follow the formal Behaviour Management procedure when dealing with misbehaviour around the Academy and in lessons. (See Appendix 1)

Communication with Parent(s)/Carer(s)

The Belvedere Academy gives high priority to clear internal communication and to a positive partnership with parents and carers, since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a student is giving cause for concern it is important that all those working with that student in the Academy are aware of those concerns, and of the steps, which are being taken in response. The key person in this process is the Form Tutor who has the initial responsibility for the student's welfare.

Links with the Community

The Belvedere Academy aims to instil a sense of citizenship, community, and belonging within all of its students, and as such gives a high priority to the way that its students conduct themselves within the local neighbourhood. The aim is that students behave in a way that will make people glad that The Belvedere Academy is part of their community.
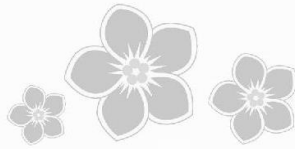
The Belvedere Academy

<u>CODE OF CONDUCT</u>

Around The Belvedere Academy and the wider community we agree to:

- ✓ Treat everyone as you would like to be treated

- ✓ Respect people of all races and their beliefs

- ✓ Be caring, courteous and considerate

- ✓ Respect Academy property at all times

- ✓ Respect other people's possessions

- ✓ Always do your best to be punctual

- ✓ Always be sensible around the Academy

- ✓ Always be polite and helpful

- ✓ Be honest

The Belvedere Academy
Rules Summary
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Detentions and/or other sanctions may be given for the following reasons:

(a) Late homework, without good reason, on more than one occasion;

(b) Unsatisfactory work

(c) Breaking of any of the other Academy rules.

Academy Rules

- Disciplinary action will be taken against students who smoke on the Academy premises, or are found in possession of cigarettes or any illegal substances/drugs on the Academy premises, or who smoke or use any illegal substances/drugs in any public place while wearing any item of Academy uniform, or who abuse any substances/drugs whatsoever.

- Disciplinary action will be taken against students who bring alcohol into the Academy, or who consume alcohol while on Academy premises, or who do so in a public place whilst wearing any item of Academy uniform.

- Disciplinary action will be taken against students who engage in fighting, or other aggressive, threatening, or intimidating behaviour within the Academy.

- Disciplinary action will be taken against students who engage in serious verbal abuse of any member of the Academy community.

- Bullying is not tolerated within the Academy. Any instances of bullying will be dealt with severely.

- Basic equipment including pens, pencils, ruler, eraser, calculator, and coloured pencils are needed for every lesson.

- Homework is an essential part of succeeding at the Academy and should be handed in on time.

- All property should be respected, and graffiti is not allowed.

- All textbooks, library books, and other Academy resources must be returned immediately upon request.

- Chewing gum must not be brought into the Academy, or used in the Academy.

- <u>Leave of absence except in illness or emergency</u>: Students may not be absent without permission from the Principal. A student who has been absent must bring a note stating the dates and cause of her absence. If leave of absence is desired for some special reason, permission must be asked from the Principal in advance.

- Parent(s)/carer(s) should contact the Academy <u>before 9.00am</u> on the first morning of absence in order to reduce unexplained absence and unnecessary concern. Students must bring a note of explanation to their Form Tutor, giving dates and reasons for their period of absence upon the day of their return, written and signed by their parent(s)/carer(s).

- No girl in Year 7 to Year 11 may leave the premises for any reason during normal Academy hours without the permission of a member of the Senior Management Team or a Key Stage Manager. KS5 students may leave the premises during lunch time.

- No girls may go across Princes Park unless accompanied by an adult, or in a group of no less than 3

- Regulation uniform is obligatory for Years 7 to 13. Please refer to the Uniform Policy for further details

- No make-up, nail varnish, or acrylic nails may be worn by girls in Years 7 to 11. Shoes should not have heels exceeding 3 cm (1.5 inches) in height. Training sports shoes are not acceptable as Academy uniform and are only allowed in P.E. lessons.

- Outdoor clothing must be removed in the building.

- All property brought into the Academy (including watches, pens and purses) should be marked with the name of the owner in full.

- Articles of value, or large sums of money should not be brought into the Academy. If it is ever necessary to do so, the Form Teacher must be informed, and money must be left with the Finance Office.

- Avoid bringing in any expensive property (e.g. mobile phones, MP3 players), which is not essential for learning in the Academy. No personal possessions must be left in classrooms at any time, but must be locked in girls' individual lockers. The Academy is unable to take responsibility for any personal possessions and belongings.

- Mobile telephones are to be switched off in the Academy. Parents(s)/Carer(s) who need to contact their child urgently are to contact the Academy Pastoral Office.

- Girls are allowed to eat outside when the weather is good enough, but must NEVER, under any circumstances, take out trays, crockery or cutlery. If these items are required for the meal, then it MUST be eaten inside the Dining Room. Snacks at break must be eaten in the vicinity of the Dining Room. All rubbish must be placed in a bin.

- No girls may enter a Science Lab, Gymnasium, Fitness Suite, Dance Studio, or Sports Hall without the permission of a member of staff. Apparatus in the Gymnasium may only be used when a member of the P.E. staff is present. Certain areas are out-of bounds to students at all times. These areas will be explained to students at the beginning of the Academy year, or as and when required.

- Money may not be raised or collected without the permission of the Form Teacher.

- Girls should always keep to the left when walking along the corridors and on the stairs, and should not run inside the buildings.

- Girls should use the toilet at break and lunchtime. A teacher will allow a student to go to the toilet during lesson only if there are special circumstances.

- Certain subjects e.g. Technology, Science, Performing Arts (Drama and Dance), P.E. have special rules which must be obeyed for the safety of all students.

- The Principal may decide to include other reasonable rules which enforce good order within the Academy learning environment.

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Appendix 1 – Behaviour Management Procedure

Managing Classroom Behaviour – A Staged Approach

If we are to successfully manage the behaviour of students in The Belvedere Academy and allow a focused approach to learning then every member of staff must take an active role in the process. We need to clarify the roles and responsibilities of all staff ensuring that there is a clear behaviour management structure, which is used by all.

Stage 1a: Class Teacher

Examples of behaviour which should be corrected by the class teacher	Strategies available to the class teacher to assist with behaviour management
- Late to lesson (5+ minutes) - No homework diary - Lack of equipment - Eating, chewing, drinking in class - Failure to remove outdoor coat in class - Being noisy / talking - Failure to follow instructions - Being uncooperative - Interrupting a teacher / shouting out - Time wasting / avoiding work - Using inappropriate language / swearing - Getting out of seat and walking around - Failure to complete class work, homework, coursework etc. - Writing graffiti in exercise books or on desks	The class teacher should attempt a variety of strategies to manage a student's behaviour. e.g. - Quiet word with the student - Reprimand or warning - Move the student within class - Speak with the student outside of lesson - Immediate positive praise for co-operation / good work / good behaviour (Positive correction) - Negotiation of an apology If the behaviour persists then a more formal approach should be taken • **C1 Formal verbal warning** (name on board) Again a variety of strategies can be used to modify behaviour • **C2 Final verbal warning** (name on board) Again a variety of strategies can be used to modify behaviour (record on SIMS) • **C3 Staff sanction** (name on board) e.g. 10 min detention or phone call to parents/carers (record on SIMS) If further support is needed the class teacher should refer the student to the **Form Tutor or Curriculum**

	Leader.

Stage 1b: Form Teacher

Examples of behaviour which should be corrected by the Form Tutor	Strategies available to the Form Tutor to assist with behaviour management
- Late to the Academy - No homework diary - Lack of equipment - Lack of uniform - Eating, chewing, drinking (anything other than water) in class - Failure to remove outdoor coat in class - Being noisy / talking - Incidents of bullying - Failure to follow instructions - Being un co-operative - Interrupting a teacher / shouting out - Time wasting / avoiding work - Using inappropriate language / swearing - Getting out of seat and walking around - Failure to complete class work, homework, coursework etc. - Writing graffiti in exercise books or on desks	**C4 Referral to Form Tutor** The Form Tutor acts as a referral point for individual class teachers regarding minor incidents and should attempt a variety of strategies to manage a student's behaviour. e.g. - Quiet word with student - Reprimand or warning - Move student within class - Speak with student outside of lesson - Immediate positive praise for co-operation / good work / good behaviour (Positive correction) - Negotiation of an apology - Form Tutor Report - Discussion with parent/carer **Tutor Period** The Form Tutor also acts as a member of staff and should therefore use the same formal approach as a normal class teacher during Form Period. **C1 Formal verbal warning** (name on board) Again a variety of strategies can be used to modify behaviour **C2 Final verbal warning** (name on board) Again a variety of strategies can be used to modify behaviour **C3 Staff sanction** e.g. 10 min detention or phone call to parents/carers If further support is needed the Form Tutor should refer the student to the **Key Stage Manager**.

Stage 2a: Curriculum Leader

The Curriculum Leader is in a position to use their experience and skills to deal effectively with students. The Curriculum Leader is ultimately responsible for upholding the behaviour standards of the Curriculum Area.

Examples of behaviour which should be corrected by the Curriculum Leader	Strategies available to the Curriculum Leader to assist with behaviour management
- Persistent unacceptable behaviour in subject lessons - Disrupting the education of other students - Persistent failure to meet homework and coursework deadlines (after previous class teacher intervention) - Verbal abuse of subject teacher - Minor fight / disturbance between students - Failure to complete subject teacher detention	**C5 Referral to Curriculum Leader** The Curriculum Leader is expected to manage behaviour in their faculty using a variety of strategies e.g. - Student placed in their lesson - Student placed with another member of the subject team - Discussion with the student at an appropriate moment - Negotiation of an apology - Phone call home / Discussion with parent/carer - Letter home - Meeting with parent/carer 30 min – 1 hour Curriculum Leader detention (24 hours' notice required) - Place student on a Curriculum Area Report If <u>appropriate</u> the Curriculum Leader may choose to: - Refer to **Key Stage Manager** (at end of lesson) - Refer to **SMT** (immediately if necessary)

Stage 2b: Key Stage Manager

The Key Stage Manager is in a position to use their skills and experience to deal with the most regular and persistent offenders. The Key Stage Manager is ultimately responsible for upholding the behaviour standards of the Key Stage.

Examples of behaviour which should be corrected by the Key Stage Manager	Strategies available to the Key Stage Manager to assist with behaviour management
- Persistent refusal to hand over jewellery / non-uniform - Persistent refusal to hand over phone / MP3 player etc - Persistent bullying - Persistent defiance of the uniform code - Unacceptable verbal abuse of another student (including racist remarks) - Unacceptable verbal abuse of staff (including racist remarks) - Disagreement / Fight between students - Unprovoked assault on another student - Unacceptable behaviour on the journey to and from the Academy - Failure to comply with sanctions / strategy laid down by the Class Teacher, Form Tutor, or Curriculum Leader	**C5 Referral to Key Stage Manager** The Key Stage Manager is expected to manage behaviour in their Key Stage using a variety of strategies e.g. - Student isolated with Key Stage Manager - Discussion with the student at an appropriate moment - Negotiation of an apology - Place the student on Level 1 Form Tutor Report - Place the student on Level 2 Key Stage Manager Report - Refer to internal / external support agencies - Referral to Governors' Student Welfare Panel - Phone call home / Discussion with parent/carer - Letter home - Meeting with parent 30 min – 1 hour Key Stage Manager detention (24hrs notice required) - Drawing up of an individual Pastoral Support Plan If <u>appropriate</u> the Key Stage Manager may choose to: - Refer to **SMT** (immediately if necessary)

Stage 3:   Senior Management Team

Examples of behaviour which should be corrected by SMT	Strategies available to SMT
- Drug Possession / Dealing - Assault on a member of staff - Serious verbal abuse of staff - Serious aggression fight / assault on another student - Failure to follow Curriculum Leader / Key Stage Manager instructions - Disruption of Curriculum Leader / Key Stage Manager lesson	**C6 Referral to SMT** - Discussion with the student - Negotiation of an apology - Phone call home - Letter home / Discussion with parent/carer - Meeting with parent/carer - Placed on Level 3 Report to SMT - Refer to internal / external support agencies - Consideration of a Negotiated Transfer - Referral to Governors Student Welfare Panel **C6 SMT Sanction** **C7 Fixed Term / Permanent Exclusion (authorised by the Principal)**

Stage 4:   Principal / Governors' Discipline Committee

- Student is issued with Fixed Term / Permanent Exclusion
- The case is heard by Governors Discipline Committee
- In the event of a long or repeated Fixed Term – final warnings are issued.
- In the event of a Permanent Exclusion – Governors decide whether or not to uphold the Principal's decision.
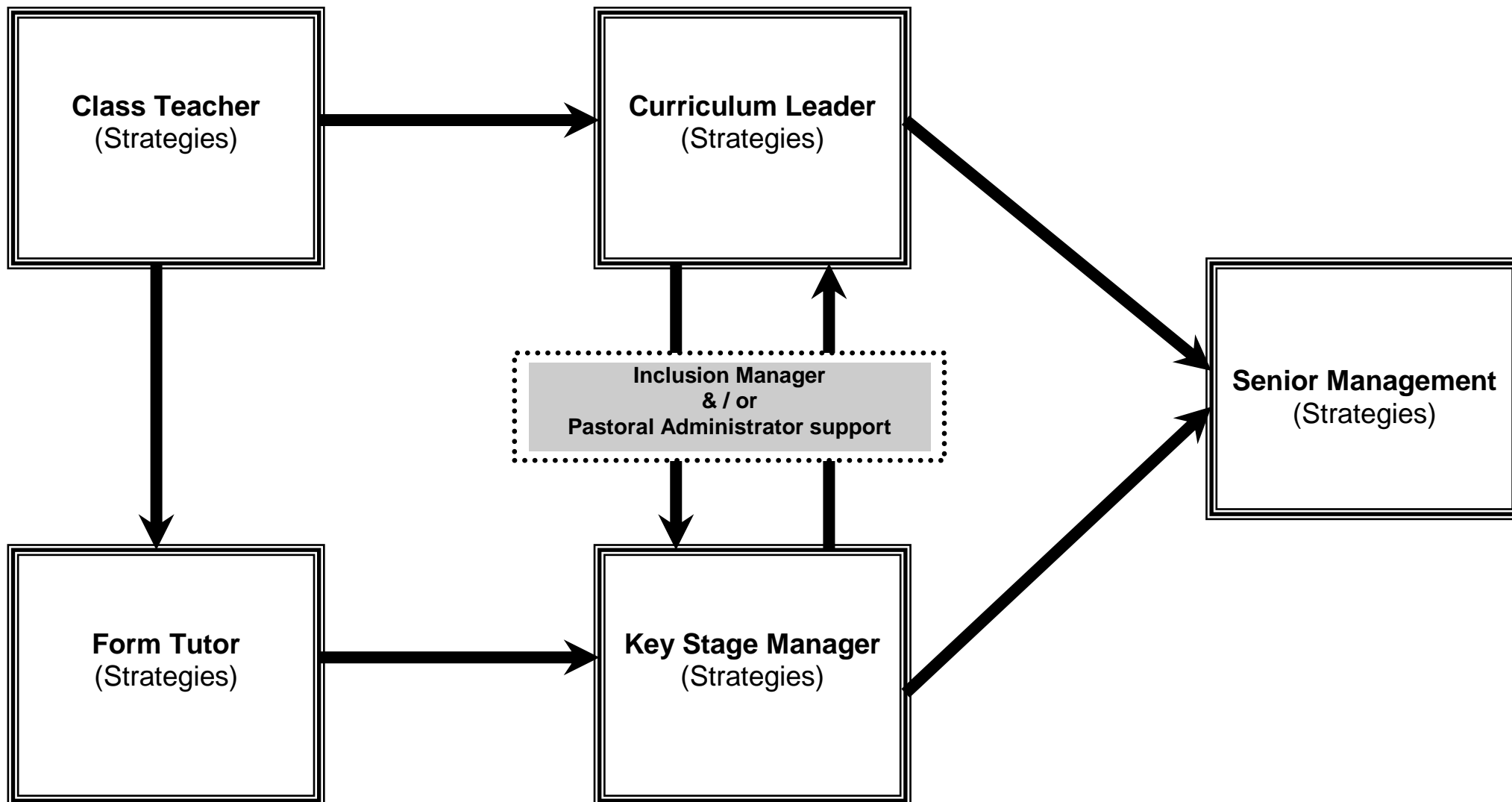
Behaviour Management Policy

Appendix 2:   -   Consequences / Referral Routes

Consequence	Originator	Action	Referred to:
C1 **Formal verbal warning**	Class Teacher Form Tutor	• Name on board	No further action required
C2 **Final verbal warning**	Class Teacher Form Tutor	• Name on board	No further action required
C3 **Staff Sanction**	Class Teacher Form Tutor	• C3 Staff sanction e.g. 10 min detention or phone call to parents/carers	The **Class Teacher** <u>or</u> the **Form Tutor** will: • Action the incident appropriately. • If appropriate complete the Referral Form and then return it to the Academy Pastoral Office. • No further action then required.
C4 **Referral** **(Form Tutor**)	Class Teacher Curriculum Leader	• Class Teacher where the incident originated completes the Referral Form **after firstly exhausting a range of strategies C1 - C3**, and then sends it to Form Tutor. • Form Tutor discusses the situation with student and deals with the student using appropriate strategies. • Form Tutor completes the Referral Form and then returns it to the Academy Pastoral Office. • No further action then required.	**Curriculum Leader (C5)** or the **Key Stage Manager (C5)** if appropriate who will: • Action the incident appropriately. • Complete the Referral Form and then return it to the Academy Pastoral Office. • No further action then required.

C5 **Referral** **(Curriculum Leader /** **Key Stage Manager)**	Class Teacher Form Tutor *(Curriculum Leader)*	• Class Teacher / Form Tutor where the incident originated completes the Referral Form and sends it to Curriculum Leader / Key Stage Manager. • Curriculum Leader or the Key Stage Manager adds to the Referral Form by collecting statements from all parties. • Curriculum Leader / Key Stage Manager discusses the situation with the student and deals with the student using appropriate strategies. • Curriculum Leader / Key Stage Manager completes the Referral Form and then returns it to the Academy Pastoral Office. • No further action then required.	**Key Stage Manager (C5)** or **SMT (C6)** if appropriate who will: • Action the incident appropriately. • Complete the Referral Form and then return it to the Academy Pastoral Office. • No further action then required.
C6 **Referral** **(SMT / Vice Principal)**	Curriculum Leader Key Stage Manager	• Original incident is noted on a Referral Form and sent to SMT • SMT completes and adds to the Referral Form by collecting statements from all parties. • SMT discusses the situation with the student and deals with the student using appropriate strategies. • SMT Completes the Referral Form and then returns it to the Academy Pastoral Office. • C6 SMT / Vice Principal Sanction issued to the student	**Principal (C7)** if appropriate
C7 **Fixed Term /** **Permanent Exclusion** **(authorised by the** **Principal)**	SMT Principal	• Class Teacher where the incident originated completes a Referral Form and sends to SMT • SMT completes and adds to the Referral Form by collecting statements from all parties. • SMT complete an Exclusion Recommendation Form if appropriate and forward to the Principal • Principal considers all of the evidence available along with the students file before making a decision. • Referral Form and any attached paperwork are then returned to the Academy Pastoral Office • Principal / SMT arranges for the student to be isolated / sent home • Exclusion letters and paperwork produced and sent out.	• Principal's / SMT Sanction • Referral to the Governing Body • Fixed Term Exclusion • Permanent Exclusion

Behaviour Referral Routes

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┌─────────────────┐                    ┌─────────────────┐
│  Class Teacher  │ ─────────────────> │ Curriculum      │ ──────────┐
│  (Strategies)   │                    │ Leader          │           │
│                 │                    │ (Strategies)    │           │
└────────┬────────┘                    └────────┬──────▲─┘           │
         │                                      │      │             ▼
         │                          ┌···················┐     ┌─────────────────┐
         │                          ┊ Inclusion Manager ┊     │ Senior          │
         │                          ┊ & / or            ┊     │ Management      │
         │                          ┊ Pastoral          ┊     │ (Strategies)    │
         │                          ┊ Administrator     ┊     │                 │
         │                          ┊ support           ┊     └─────────────────┘
         ▼                          └········│·······│···┘           ▲
┌─────────────────┐                    ┌─────▼───────┴───┐           │
│   Form Tutor    │ ─────────────────> │ Key Stage       │ ──────────┘
│  (Strategies)   │                    │ Manager         │
│                 │                    │ (Strategies)    │
└─────────────────┘                    └─────────────────┘
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Appendix 3: - Positive Behaviour Management in the Classroom

Some guidance:

Plan for appropriate behaviour
- Balance correction with praise and encouragement.
- Establish consistent rewards and sanctions.
- Use the language of choice to teach and emphasise taking the responsibility for inappropriate behaviour.
- Plan your language to be positive and motivational.
- Plan alternatives to confrontation, speak quietly.
- Know how to get help when necessary.

Plan for inappropriate behaviour
- All members of staff to use the same language – the language of choice. 'If you choose to do that then this will happen'.
- Plan what the consequences of inappropriate behaviour in your classroom will be and carry them out if the wrong choice is made.
- Plan alternatives to confrontation and don't raise your voice.
- Try informal strategies first **THEN** follow the formal Behaviour Management procedure.

Separate the behaviour from the child
- Make the behaviour unacceptable, not the child.
- Making the behaviour wrong allows for changing to better behaviour.
- Do not link poor behaviour to the student's personality linking good behaviour to a student's identity builds self esteem.

Use the language of choice
- It gives children confidence by giving them responsibility.
- It regards mistakes as a normal part of learning.
- It has a positive emphasis.
- It reduces instances of conflict arising from trying to make things happen.
- It creates an important link between choice and consequence.
- It helps to empower them as individuals.

When we all use this language, students will become used to it. It gives feedback on the choices they are making, letting them know whether they are good or bad choices:

'The instruction is to sit in your seat. I'd like you to choose to do that now – thank you.'

'If you choose not to finish your work now you will be choosing to finish it at break. Make a good choice and get back to work now.'

The main aim is to create a learning experience; to make a connection in the student's mind between the choices they make and the outcome we create and in this way to influence future choices.

Actively build self esteem

If experiences in school are constantly negative and unsuccessful they will undermine the student's ability to be successful. Students will create a model in their head that accepts a lack of success being the norm for them – this will lead to behaviours that avoid risk taking and challenge. These behaviours can be disruptive. As a significant adult you can alter this. We need to let students know that we respect and value them. If we all do this it will improve self esteem. Praise the good choices they are capable of making.

Catch them being good

This is one of the keys to successful teaching and learning. Thanking students – let them know what the praise is for e.g. being quiet, lining up, pens down – it tells them what behaviours they can repeat in order to gain praise.

Actively build trust and rapport

- Positive relationships are at the heart of all we do.
- Building rapport with students requires effort, commitment and skill. It happens in many simple ways: learning names, greeting students in corridors, showing interest in what they do both in the classroom and out of it, show interest in them as human beings. In order to influence and guide students it is necessary to enter their world and be aware of their perspective.
- People achieve more when they are confident and trusting.
- Having confidence and trust encourages risk taking which leads to learning.

Model the good behaviour you want to see

- Calmly resolve conflict using the planned approach to bad behaviour.
- Calmness, predictability and certainty are the key behaviours to model.
- Listen to problems and respond.

Always follow up on issues that count (remember the consequence is inevitable)

- Always follow up on students' choices with a consequence.
- Following up shows that you care and what you say is important.
- Be positive about future behaviour when following up.
- Keep the focus on the behaviour not the personality.

- Remember a follow up does not need to be instant. Choose your time carefully. Waiting sometimes brings better results.

Work to repair and restore relationships

- Catching them being good afterwards allows them a way back.
- Remember that students may still be stressed or resentful.
- Allow time and repeat the attempts to be positive.
- If there is no hope of a way back relationships and achievement will flounder.

Celebration of good behaviour and achievement

- Verbal praise.
- Written praise in books.
- Display of work.
- Written praise in Homework Diary.
- Certificates.
- Letters / postcards home.
- Telephone calls home.
- Assembly mention.
- Exceptional work, visit to Principal / SMT / Curriculum Leader / Key Stage Manager / significant adult.
- Credits for good work / achievement.

Consequences of bad behaviour or Sanctions

Use a variety of strategies informally

- Use the language of choice.
- Verbal reprimand.
- An additional piece of work or community task.
- Letter home.
- Phone call home.
- Move student within lesson.
- Tactical ignoring.

If this is not successful follow the **formal Behaviour Management procedure.**

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Appendix 4:   -   Classroom Management

Effective classroom management skills are essential for promoting good behaviour and positive learning experiences in lessons. In addition, well-prepared and stimulating lessons, in which students are aware of the lesson purpose, help to secure good standards of behaviour. Personal reflection on practice, for the purpose of development and improvement is of great importance.

Guidance for staff:

Four basic principles appear to encapsulate the essence of effective classroom management. These may be summarised as:

- **Getting them in**
- **Getting on with it**
- **Getting on with them**
- **Getting them out**

Getting them in:
- Arrive before the class and begin on time.
- Ensure that students enter the classroom in an orderly manner.
- Ensure they put bags and coats etc in appropriate places.

Getting on with it:
- Have a formal start to the lesson.
- Take the register in silence.
- Ensure the classroom layout is appropriate to the classes you are teaching.
- Be prepared for the lesson and ensure that the lesson purpose is known by students.
- Ensure that all students are enabled to participate fully in the lesson.
- Ensure the lesson content, structure and pace is appropriate for the class.

Getting on with them:
- Know the students as individuals - by name and by attainment. Call them by their first names.
- Abide by the Code of Conduct from the first lesson onwards.
- Model the standards of courtesy expected from students.

- Emphasise the positive, including praise for good behaviour as well as good work.
- Make sparing, fair and consistent use of reprimands and target the right student.
- Criticise the behaviour and not the person.
- Use private rather than public reprimands where possible.
- Avoid sarcasm and threats, which are not subsequently carried out.
- Make sparing, fair and consistent use of punishments.
- Avoid whole group punishments and humiliation.

Getting them out:
- Keep to time in the lesson and finish on time.
- Ensure the class packs away appropriately and leaves the room tidy.
- Ensure an orderly exit. You dismiss the class not the bell!
- Analyse the classroom management performance and learn from it.

General issues:
- Ensure the classroom is tidy and well organised.
- Ensure the classroom has relevant and attractive display on the walls.
- Make your room a positive learning environment!
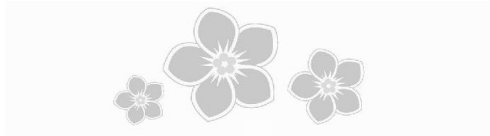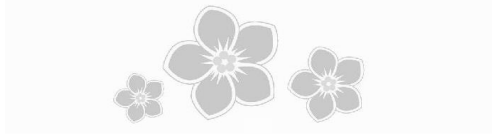
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Appendix 5:   -   Effective Lessons

Effective lessons are likely to be those in which students are fully engaged and make good progress and improved attainment with sustained effort and commitment. Such lessons are normally well prepared and interesting, the aim of the lessons are clear to students, they are appropriately resourced, they include differentiated tasks according to ability and are well paced. Effective lessons are also likely to be those in which in which encouragement is given to students asking questions and making contributions as well as responding to teacher questions.

Guidance for staff:

- Be well prepared for the lesson.
- Keep everyone occupied and interested.
- Extend and motivate all the students.
- Include some differentiation well matched to student ability.
- Mark all work promptly and constructively.
- Use the results of assessment to help focus lesson planning.
- Set homework regularly and to schedule.

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Appendix 6:   -   Key Issues

The Belvedere Academy is aware that there are several key issues that must underpin the Academy Behaviour Management Policy.

1) A Whole Academy Policy on Anti-Bullying

The Belvedere Academy has an Anti-bullying Policy, which is regularly reviewed. This provides guidance and advice for students, parent(s)/carer(s), staff and governors. The strategies adopted attempt to create an ethos in the Academy, which does not tolerate the oppression of one person by another, in other words bullying. The review process centres around the views and opinions of the student body.

2) The Pastoral System of Form Tutors and Key Stage Managers

This plays an extremely important role in dealing with issues such as bullying, liaising with subject faculties when students face behavioural problems, which effect work and motivation. Especially important however, are the positive links made with parent(s)/carer(s) who are contacted and consulted as soon as possible.

3) Support Staff

Admin Staff, Teaching Assistants, Technicians, Kitchen Staff and Site Staff all regularly meet students and need to deal with a wide variety of student behaviour. It is vital that all adults working in The Belvedere Academy support each other and share the same values about student behaviour. Liaison and consultation between teaching and support staff can only help create an orderly, supportive atmosphere for all students.

4) Social Inclusion

Social Inclusion, the primary aim of which is to support students whose behaviour difficulties make them vulnerable to permanent exclusion or underachievement, can be a useful instrument in maintaining high standards of behaviour within the Academy. Monitoring of identifiable groups of students who may need extra support in terms of behaviour and achievement is also important in avoiding disaffection, low motivation and the poor behaviour that may result. The Belvedere Academy has a number of strategies and projects in place to support such students.

5) Special Educational Needs

The Inclusion Manager and her team play a pivotal role in co-ordinating and targeting support for students whose learning needs if left unmet could lead to frustration, embarrassment and poor behaviour. The Academy values the Inclusion Manager's advice and guidance available to all teaching colleagues so that the curriculum is accessible to every student. The co-ordinators of Special Educational Needs and the Pastoral Team liaise on a regular basis. (Please see the Academy's Inclusion/SEN policy for full details).

6) Primary Liaison

The successful transfer of students from primary to secondary education provides Year 7 students with a secure and rewarding start at The Belvedere Academy. The Key Stage Manager and her Assistant share overall responsibility with the Inclusion Manager for managing effective transition processes within the Academy. All staffing areas of the Academy however, take part in the extensive induction programme available to our new students and their parent(s)/carer(s) each year.

7) Equal Opportunities

Effective policy in this area has a significant impact on behaviour and attitudes within the Academy. Poor behaviour can result from a sense of real or perceived injustice. (See the Equal Opportunities policy for full details).

8) Other Aspects of Academy Organisation Influencing Behaviour

- Effective Duty Teams.
- Availability of Senior and Middle Management during the Academy day.
- Year Councils form an essential forum for student opinions on how the Academy can be improved.
- Provision at break and lunchtimes for bad weather.
- The promotion and development of extra-curricular and extensive enrichment activities.

9) The Academy's Relationship with External Agencies

It is Academy policy to foster, maintain and improve links with external support agencies. The Academy's linked Educational Welfare Officer liaises with the Inclusion Manager, Key Stage Managers, and SMT on a regular basis, dealing with home problems, many of which can lead to truancy or prolonged absence.

The other external support agencies such as Social Services, School Psychological Service, the Behaviour Support Service, and the Primary Trust Nurse meet with the pastoral staff on a regular basis to discuss deep-seated or more serious problems, which affect individual students. The increasing use of Pastoral Support Plans for children with behavioural difficulties means that external agencies are often involved in the setting up and monitoring of such plans. Looked after Children within the Academy have regular Statutory Social Services Reviews, which involve the teacher with responsibility for Looked

After Children. In addition to these meetings, these external support services are called in at short notice by the Inclusion Manager, Key Stage Managers, and SMT as and when serious problems arise.

The Community Police Officer and Primary Trust Nurse visit the Academy regularly and help to deliver part of the PSHCE curriculum. The Academy also works closely with the Youth Service and the Liverpool Careers Partnership (Connexions) in order to motivate and focus students. The Academy is also working hard to develop and maintain stronger links with local community organisations, which aim to support students who find secondary education difficult.

10) <u>Review</u>

This policy and procedure will be reviewed when there are changes in the law, or in accordance with the schedule drawn up by the Principal and agreed by the ATB.

<u>Last Revised and Modified</u>: March 2015