

# MANCHESTER ENTERPRISE ACADEMY

## BEHAVIOUR POLICY

<b>Approved By:</b>	<b>Project Steering Group</b>
<b>On:</b>	<b>17<sup>th</sup> June 2009</b>

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## **Manchester Enterprise Academy Behaviour Policy**

### **Introduction and Rationale**

**One of the key issues identified in the Academy Development Plan after analysing all available data is that improving behaviour of the students is a key priority for Manchester Enterprise Academy if standards of learning are to improve. It is necessary to include the following in the Manchester Enterprise Academy Draft Behaviour Policy:**

**As well as having the strategic vision, it is necessary to include practical guidance and interpretation of the document to effect change and empower staff to challenge poor behaviour, having the necessary tool kit to deal with challenging behaviours and also reinforce expected patterns of good behaviour. The practical advice is also there to ensure that there is a consistent and persistent approach to promoting a Climate 4 Learning.**

## **Section 1 – Introduction and Strategic Vision**

1. Introduction
2. Academy aims
3. Behaviour guidelines
4. Codes of Conduct
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### **1. Introduction**

1.1 The Academy's Trust, Governors, Principal, Deputy Principals and staff seek to create an environment within the Manchester Enterprise Academy which encourages, reinforces and supports positive, acceptable behaviour. It is also recognised that the wider society expects acceptable behaviour as an important outcome of the educational process. As such students should promote and display positive, appropriate behaviour and become role models for their peers.

1.2 The Academy Behaviour Policy will pay heed to the national guidance found at;

[teachernet.gov.uk/wholeschool/behaviour/schooldisciplinepupilbehaviourpolicies](http://teachernet.gov.uk/wholeschool/behaviour/schooldisciplinepupilbehaviourpolicies)

1.3 The Academy as a learning community is committed to ensuring success for all. This means that in all work with young people we will aim to ensure that they;

- Achieve their potential and enjoy their learning
- Achieve economic well being
- Stay healthy
- Stay safe
- Make a positive contribution to the school, the community and the wider world.

The Manchester Enterprise Academy is committed to working in partnership with other schools, parents and carers and wider Children's Services to ensure all members of the immediate and wider Academy community have the support and guidance they need to develop appropriate and positive behaviour.

1.5 The Academy recognises that in seeking to define acceptable behaviour it looks towards setting out a range of goals rather than fixed expectations. The Academy aims to offer a structure that will encourage the student's personal, social and moral ethos to develop in a positive way.

1.6 The Academy will promote standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility for self and others.

1.7 This policy is linked to the Academy Anti-Bullying Policy, Rewards and Sanctions Policy, Pastoral Policy, Inclusion Policy, Formal Sanctions and Exclusions Policy

## **2. Academy Aims**

The Manchester Enterprise Academy is a caring and positive place of learning where rules and standards are in the best interests of all. We are committed to ensuring that every member of the academy behaves in a responsible and acceptable manner which demonstrates:

- Care, courtesy and respect for others, regardless of whether they are staff, students, friends or visitors
- Care and respect for each other's property and belongings
- Care and respect for the school environment

Higher standards of achievement will result from a more effective environment for learning, supported by high standards of teaching which meet the needs of all individuals. As individuals, all students are entitled to their rights whilst at the same time having responsibilities to ensure the following:

- The right to be safe, valued and respected — free from disruptive violence, bullying and any form of harassment
- The right to work and learn
- The right to be seen as an individual

To enable a clear, consistent and agreed approach towards successful behaviour management, all students have the responsibility to ensure that they understand the rules, behave appropriately and fully understand the consequences and rewards resulting from the decisions and actions they take. Positive achievement is encouraged at all times with a whole range of rewards to recognise effort and achievement.

The Academy wishes to promote the partnership between staff, students and parents / carers to develop good relationships and have high expectations. Communication can be primarily made through the form tutor, phone call to the **Director of Progress** for pastoral matters or **Director of Learning** for academic concerns. To these ends, we are committed to ensure that the Academy has:

- A Home school agreement agreed by staff, parents and students
- A set of clearly defined rules and procedures
- An agreed system of rewards and sanctions
- A systematic approach to disciplinary matters

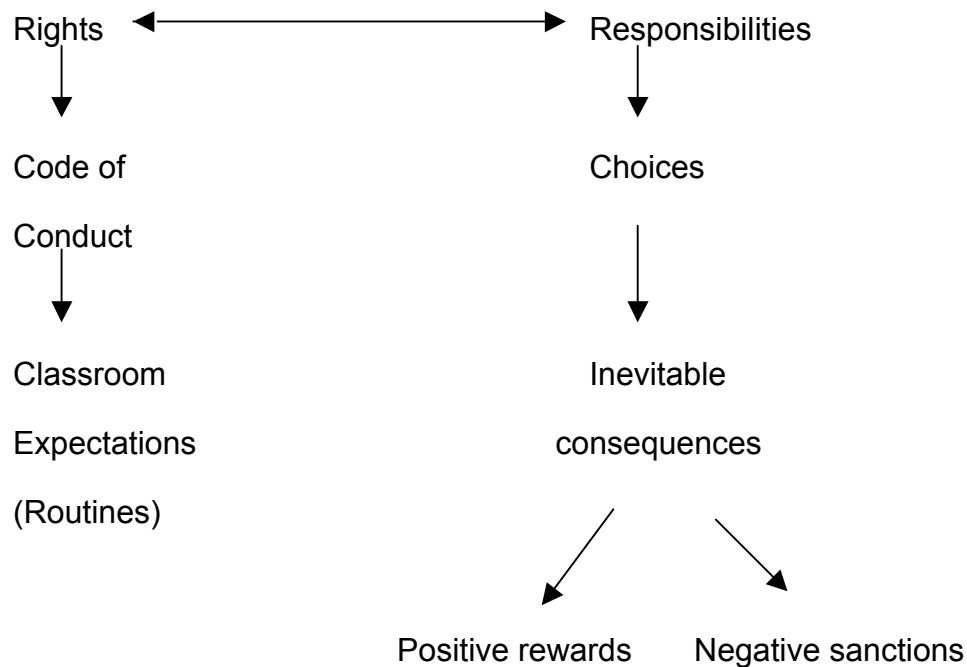
Bullying is always taken seriously and will not be tolerated from any member of the Manchester Enterprise Academy

We will also ensure there is fair treatment for all regardless of age, gender, race, ability and disability.

**The Academy staff and students will aim to maintain the highest standard of behaviour at all times.**

2.2 Students will be allowed to make choices so they can take responsibility for their own behaviour (see overleaf)

## Choices and Consequences



It will be made clear to students at all times that choosing a particular behaviour will also be choosing a consequence. (See section 5)

### **Students have responsibility for their actions.**

2.3 To meet these aims the Academy will recognise the ten key aspects of practice outlined in the Steer Report 2009 that, when effective, contribute to the quality of pupil behaviour:

- A consistent approach to behaviour management, teaching and learning
- School leadership
- Classroom management, learning and teaching
- Rewards and sanctions
- Behaviour strategies and the teaching of good behaviour
- Staff development and support
- Pupil support systems

- Liaison with parents and other agencies
- Managing pupil transition
- Organisation and facilities.

2.4 The Principal has certain legal responsibilities in developing the behaviour policy and is required to ensure that the measures aim to:

- Promote good behaviour and respect.
- Prevent bullying.
- Ensure that pupils complete assigned work.
- Regulate the conduct of pupils.

2.5 The governing body is also required to draw up a statement of general principles on behaviour and discipline. The governors will outline the overarching values to which the Academy subscribes and will consult widely with the whole Academy community in so doing.

2.6 The second stage of this process is that the Principal will establish the more detailed measures (rules, rewards, sanctions and behaviour-management strategies) on behaviour and discipline which the Academy subscribes to.

2.7 The Principal will ensure that training is available to ensure that all staff are clear about the expectations and procedures in the behaviour policy and how they should implement them.

### **3. Behaviour guidelines**

3.1 The following guidelines will help to promote a positive attitude to behaviour

- Students, with the support of parents/guardians, will attend the Academy on time.
- Students are required to attend all timetabled lessons unless written permission is obtained from the appropriate member of staff
- Academy uniforms will be correctly worn.

- Students will maintain a good standard of personal presentation.
- Students will ensure they have the required equipment to carry out their learning tasks.
- Students will complete assignments and homework on time.
- Teachers have the right to teach.
- Students have the right to learn.
- Everyone has the right to be treated with respect and dignity.
- No personal electronic or mobile phones are to be switched on or used during the Academy day except if directed to do so by a member of staff.
- No personal jewellery other than simple stud earrings and wristwatch to be worn.
- Religious symbols may be worn underneath the uniform.
- Medic alert bracelets and necklaces may be worn and need to be visible.
- Extremes of hair fashion and make-up are not appropriate.
- Use all Academy buildings and equipment properly and with respect.
- When given the opportunity, students will be encouraged to participate fully in the Academy's enrichment and sporting programmes, with students encouraging parents/guardians to support their participation.
- Students will keep their text books and exercise books in good order and will not doodle on them or deface them.
- The Academy staff and students will maintain the highest standard of behaviour at all times.

3.2 Although rewards are important in encouraging good behaviour there is also a need for sanctions to be applied in cases of unacceptable behaviour. The Academy not only relies on rules, it functions more effectively if it promotes respect for all. The Academy will use a variety of rewards and sanctions to support its behaviour policy (see section 5)

### **3.3 The Academy will;**

- Be clear about why sanctions are being applied.
- Use a process of verbal and written warnings.
- Will be clear about what changes the student will have to make to comply with the behaviour policy.
- Use a method of detentions to restrict the student's opportunity to continue with inappropriate or unacceptable behaviours
- Encourage the student to apologise for their unacceptable behaviour verbally and/or in writing as is deemed appropriate.
- Initiate restorative justice measures as appropriate
- If deemed appropriate parents/guardians will be invited to attend discussions relating to the student's behaviour.
- For serious misdemeanours/cause for concern or if there is a developing pattern or inappropriate behaviour, a written referral will be sent to the Director of Progress. This will ensure that the incident(s) will be logged and any subsequent action is recorded.

3.4 In exceptional circumstances the Academy may wish to involve and use the Pupil Referral Unit and the specialist teachers within the Emotional and Behaviour Difficulties Support Team within MCC.

3.5 For some students their behaviour difficulties may be so severe and complex that they may require a statement of special educational needs. This will be determined by the Special Educational Needs Service.

## **4. Codes of Conduct**

To ensure every member of the learning community is clear about expected behaviour in the Academy environment and in different learning spaces there needs to be clear Codes of Conduct developed and displayed. These should be accessible to all students and staff and explained in terms that they can understand.

**Where students experience behavioural difficulties or have communication difficulties it is recognised that acceptable behaviours may have to be explicitly modelled and taught. Some students will need support to achieve acceptable behaviour and it is recognised that some behaviours may not be achievable for all students. In all cases every student should be made clear about what is appropriate behaviour for them.**

#### **4.1 Management of learning spaces;**

The Academy recognises that management of learning spaces and teaching methods play an important role in influencing student behaviour. The learning environment offers a clear and visible message as to how students' efforts are valued. The relationship between the teacher and student, strategies for encouraging good behaviour, arrangements of furniture, access to resources and displays all have a bearing on how students behave.

#### **4.2 Code of Conduct for Learning Spaces**

**THIS TO BE WRITTEN AND AGREED BY ALL STAFF AND STUDENTS  
POINTS BELOW ARE EXAMPLES ONLY**

- It is inappropriate to eat or chew in learning spaces
- Students should listen to each other and take turns to talk
- All students will be properly prepared for lessons
- Students will complete the work set for the lesson which may include homework
- Students should work where directed by the teacher
- Students should remove outdoor clothing in indoor learning spaces

### 4.3 School Code of Conduct

**THIS TO BE WRITTEN AND AGREED BY ALL STAFF AND STUDENTS**  
POINTS BELOW ARE EXAMPLES ONLY

- Everyone who is part of the learning community should give and receive respect
- Students must have permission to be out of lessons
- It is inappropriate to smoke on school premises
- Students are to wear full school uniform
- Everyone must respect the safety of other people

### 5. Making the right choice

5.1 If there are instances of inappropriate behaviour, students will always be warned about the consequences of their choices to either continue or take an alternative course of action (which may need to be clearly explained)

This will allow students to make an informed choice.

5.2 The Academy operates the following hierarchy of rewards and sanctions to support positive behaviour. These are outlined more fully in the Academy Rewards and Sanctions Policy and the Climate 4 Learning Documentation attached to this Appendix

#### 5.3

##### **Rewards**

**Use of staff Enterprise Marks**

**Postcards home**

**Corridor Displays/Plasma screen displays**

**Meeting with Principal**

**Termly Principal Awards/Achievement Assembly**

##### **Sanctions**

**Detentions**

**Confiscation of articles**

**Phone call/letter home**

**Report cards**

**Isolation**

**The Academy aims to use the above in a Restorative Framework. However, we do intend to utilise the full range of sanctions available to us, including fixed term and permanent exclusions, in order to maintain the highest possible standards of behaviour.**

## **6. Student behaviour off the Academy site**

6.1 An effective policy on Academy discipline and student behaviour should also set expectations for positive behaviour off the Academy site. This includes behaviour on activities arranged by the Academy, such as:

- work-experience placements, educational visits and sporting events
- behaviour on the way to and from the Academy
- behaviour when wearing uniform in a public place.

### **Possible criteria for regulating off-site behaviour:**

6.2 The Academy will act reasonably both in relation to expectations of student behaviour, and in relation to any measures determined for regulating behaviour by students, when off the Academy site and not under the lawful control or charge of an Academy staff member. The Academy will decide what to take into account in deciding whether a rule or sanction in a particular case is reasonable. The following factors will be taken into account (which may not all apply to every incident):

- The severity of the misbehaviour.
- The extent to which the reputation of the Academy has been affected.
- Related to this, whether the pupil(s) in question was wearing Academy uniform or was otherwise readily identifiable as a member of the Academy
- The extent to which the behaviour in question would have repercussions for the orderly running of the Academy, and/or might pose a threat to another student or member of staff (e.g. bullying another student or insulting a member of the staff).
- Whether the misbehaviour in question was on the way to or from the Academy, outside the Academy gates, or otherwise in close proximity to the Academy.
- Whether the misbehaviour was whilst the student was on work experience, taking part in a further-education course as part of an Academy programme, or participating in a sports event with another Academy or school (i.e. when the student might be expected to act as an ambassador for the Academy), which might affect the chance of opportunities being offered to other students in the future.

6.3 Applying such factors, there would, for example, be a strong case for punishing a student for harassing a member of staff off the Academy premises, including through the internet. There would also be a strong case for punishing a student for verbally abusing members of the public on a bus on the way to the Academy. However, the case for punishing a student for verbally abusing somebody who had no connection with the Academy at a weekend would be much weaker. This is not of course to say that the Academy should take no interest in behaviour it does not regulate. Liaison between the Academy and the local authority anti-social behaviour team may be particularly relevant in this context.

#### **6.4 Objectives for regulating offsite behaviour**

- to maintain good order on transport, educational visits or other placements such as work experience or college courses
- to secure behaviour which does not threaten the health or safety of students, staff or members of the public
- to provide reassurance to members of the public about care and control over students and thus protect the reputation of the Academy
- to provide protection to individual staff from harmful conduct by students of the Academy when not on the site.

6.5 Many extended school activities take place on Academy premises. Behaviour during such activities may be dealt with in the same way as for any other on-site activity. It would be logical to deal with behaviour during off-site extended school activities which are not supervised by Academy staff in the same way as behaviour during further-education college or work-experience placements.

#### **Communicating the rules on behaviour out of school:**

6.6 The Academy should work with transport providers to agree how behaviour on public or contract transport should be addressed. Clear statements about rewards and consequences (including loss of access to transport) can improve behaviour. Expectations can be made clear through a 'safe travel' lesson as part of student induction to the school.

6.7 The Academy may discuss policies relating to offsite behaviour with local groups such as Neighbourhood Watch, retail staff, street wardens and police to establish clear communication routes and operational strategies. This is often an effective way to manage complaints by individuals in the community.

6.8 The Academy will, through standard communication routes, set out how parents can:

- report poor offsite behaviour of specific types by students

- be assured that close liaison as necessary with neighbourhood police teams or other agencies, such as transport providers, can deal with the issues.

6.9 A standard procedure for applications for educational visits should include clear statements to parents and pupils about behaviour standards and processes. (See Off-Site Activities Policy)

6.10 The staff handbook will include clarity about the expectations and procedures related to transport, educational visits, work experience and college placements. It should also make clear to staff procedures related to poor conduct by students off-site.

### **Reviewing this policy**

This policy will be reviewed annually or in response to a change in legislation relating to behaviour.

## **Section 2 – Climate 4 Learning Staff Guide**

### **Guidelines for good practice**

The following pages are concerned with guidelines to good practice in the classroom and around the Academy.

#### **KEY MESSAGES TO REMEMBER**

- Good behaviour comes through good teaching and good learning, there is no replacement for preparing thoroughly.
- Staff are in charge, stay calm and keep control in every situation, you are the adult, let **them** know you are in control.
- The majority of students are good and we want to ensure we spend time recognising this and catching them being good.
- An assertive plan, if used well, can help students take responsibility for their learning and “choose” their behaviour.
- Relationships are key-you need to consider your own body language and tone of voice as well as the words you use.
- Teachers have the right to teach, students have the right to learn. Be fair, be calm, be pleasant.

### **Principles and Values**

The Manchester Enterprise Academy is a caring and positive place of learning where rules and standards are in the best interests of all. We are committed to ensuring that every member of the academy behaves in a responsible and acceptable manner which demonstrates:

- Care, courtesy and respect for others, regardless of whether they are staff, students, friends or visitors
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Higher standards of achievement will result from a more effective environment for learning, supported by high standards of teaching which meet the needs of all individuals. As individuals, all students are entitled to their rights whilst at the same time having responsibilities to ensure the following:

- The right to be safe, valued and respected — free from disruptive violence, bullying and any form of harassment
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To enable a clear, consistent and agreed approach towards successful behaviour management, all students have the responsibility to ensure that they understand the rules, behave appropriately and fully understand the consequences and rewards resulting from the decisions and actions they take. Positive achievement is encouraged at all times with a whole range of rewards to recognise effort and achievement.

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- An agreed system of rewards and sanctions
- A systematic approach to disciplinary matters

Bullying is always taken seriously and will not be tolerated from any member of the Manchester Enterprise Academy

Underlying all the principles are the following statements:

## **TEACHERS HAVE THE RIGHT TO TEACH - STUDENTS HAVE THE RIGHT TO LEARN**

### **Encouraging good behaviour – Principles to be adopted:**

#### **Preparation and Planning**

- Share lesson objectives and outcomes
- Ensure clarity of instruction
- Provide a variety of learning tasks
- Know your students: interests, attainment levels, SEN, Gifted and Talented ...

#### **Classroom Climate**

- Welcome your class at the door
- Instil a classroom routine for the start of the lesson: and be consistent. Seating plan, register...
- Manage the physical environment: consider arrangement of desks and learning environment
- Ensure your language and approach is positive – build in positive rewards
- Always have high expectations regarding student work and behaviour

#### **Behaviour Management**

- Be firm, fair and consistent with all students
- Always remain calm and assertive
- Expect and show respect; avoid sarcasm / put downs
- Register concerns about students via the policy guide lines
- Avoid confrontation but do address problems
- When having to use sanctions, punish the right people, keep the sanction relevant to the offence

## **EVERY LESSON/TUTOR TIME ROUTINES**

## **TEACHERS HAVE THE RIGHT TO TEACH - STUDENTS HAVE THE RIGHT TO LEARN**

You need to constantly remind and re-emphasise the idea of the student knowing that they have a **choice** and that the majority who want to learn should have precedence over the minority.

**"If you do that, this will happen. Are you certain that you want to make that choice?"**

**In every lesson or mentoring slot consider our guidelines below-don't forget the individual circumstances may mean you need to adjust or change the order you do things in. The principles remain the same.**

### **LESSON TIME**

#### **The beginning – “Get them in”**

Be positive

- Teacher enters the room first
- Meet and greet the students with a smile — make them feel valued.
- Check uniform
- Students to get out organisers, pens, books, etc. and wait for instructions
- Starter/engage in learning
- Register formally on SIMS and taken in silence
- State learning objectives (already displayed on board)
- Settle latecomers, before dealing with them, (those persistently late dealt with separately)
- Integrate 'returning students'
- Have a sense of humour and relax!

#### **During the lesson – “get on with them; get them learning”**

- Regularly remind students of classroom rules — link to rights and responsibilities
- Use praise in a ratio 4:1 for both achievement and effort
- Be aware of your tone of voice — calm and persuasive not arrogant or condescending
- Be specific about praise — Thanks for putting hand up! – make praise stick by making it worthwhile and valued.
- Teach positive behaviour for learning — value student opinions
- Include all students in learning — communicate clearly but do not shout
- Deal with off task behaviour immediately
- Develop techniques for acknowledgement of appropriate/inappropriate behaviour — hand signals
- Use tactical pausing —..... pausing briefly in a spoken direction to emphasise attention and focus

### **By the end “get them out”**

- Make sure time has been given to praise, learning and achievement points.
- Check independent study set has been recorded and is clearly understood
- Clear up the room
- Students stand behind chairs/stand in silence
- Controlled departure — on time, calm and checking uniform

### **Avoid**

- Stating disapproval of student; focus on the behaviour, separate any comments on behaviour or conduct from comments about the student as a person.
- Greeting a student's anger with your own. A student who has lost or is losing controls needs you to be calm and rational.
- Confining a student who is determined to leave a classroom — report to **Senior Management immediately.**

- Physical contact — **NEVER** touch or hold a student; there are clear guidelines for physical restraint; only use restraint as a last resort to prevent student harming self or others.
- Being confrontational — allow student a way out of a situation by offering a dignified way out of conflict.
- Dealing with “everything”-deal with secondary issues at a later date e.g. no book
- Sarcasm, humiliation

### **Climate for Learning in the classroom**

No behaviour system can achieve good behaviour in the classroom. A system of consequences and rewards/sanctions manages good/challenging behaviour. Students behave if they feel safe, confident, respected and cared for. The large majority of students want to learn and co-operate. **The “choices” system C1-C4**

The system is used by all staff at all times around school and in lessons. Staff must use the full range of teaching strategies before resorting to the consequence system. Students should be reminded of their choices and given the opportunity to make the right choice before consequences are issued.

All students should know why consequences have been issued to them and they should be reminded of the choices they have made.

**Students know and understand we DO NOT accept:**

- |                       |                       |
|-----------------------|-----------------------|
| Lateness to lesson    | Inappropriate Uniform |
| Chewing Gum           | No Homework           |
| Disturbing others     | Lack of Equipment     |
| Disturbing lessons    | Littering / rubbish   |
| TOOTING / Not on task | Out of bounds         |

**EXTREME BEHAVIOUR**

- Bullying**
- Swearing at staff**
- Drugs**
- Alcohol**
- Theft Weapons**
- Vandalism**
- Extreme Defiance**

**First misbehaviour (C1):**

- Verbal warning. Name in register, apply teacher sanctions e.g. move seat. Explain consequences of the student's choice.

**Second misbehaviour (C2):**

- Verbal warning. Name in register; further appropriate teacher sanction

**Third misbehaviour (C3):**

- Verbal warning.
- DETENTION.**

**Further misbehaviour C4**

**Removed from classroom by a member of Senior Staff. Automatic 1 hour detention. Complete the SLEUTH referral form and return it.**

**Close monitoring of all students:**

- Learning Mentors
- Learning Coaches
- Form Tutors
- Directors of Progress
- Directors of Learning

**Serious Sanctions**  
**Including Seclusion**

If a Teacher has sent for support to remove a student from the lesson

### **NEXT STEPS**

Student is taken to behaviour recovery room and appropriate action is taken by on-call member of staff which could be.

- Returning student to room
- Calming the student down
- Discussing the issues with the student
- Taking statements
- Involving other members of staff i.e. **Director of Progress**.

### **Next stages**

The range of sanctions available at this stage are:

Subject Reports, Report Card, After-school Detention, Day in seclusion, Fixed Term exclusion, Governor Behaviour panel, Exclusion.

**It is essential that this is fed back to the staff member concerned in the classroom/or after the lesson**

Smoking – after school detention; report to duty team leader, letter home; log on Sleuth; involve parents in a meeting; may escalate sanctions for serial offenders.

Internet misuse - Recording on phone, Bullying, racial harassment and Cyber-bullying-every incident is treated seriously, recorded and dealt with.

### **Essential Classroom procedures to ensure Effective Teaching and Learning and Maintenance of Positive student Behaviour**

1. **Work with the School Behaviour Policy:** Refer to your class rules and procedures on a regular basis. Actively teach your students about your rules. Regularly remind students of the rules. Do not assume that they will remember them. Ask “ what’s our rule for eating/ dropping litter/ calling out” and then deal with the incident.

2. **Plan for good behaviour:** Good classroom practice does not leave the behaviour of students to chance. Use C4L but ensure you have used those teacher strategies which are very effective for dealing with issues calmly, promptly and effectively – see “Positive strategies” notes below . Your plan will take account of

the wide range of supportive strategies that you can use to encourage, support and correct your students. Practice your strategies and use them consistently.

**3. Model behaviours you wish to see:** Remember that your students look to you for an example of legitimate adult behaviour. Teachers who use verbal or physical hostility in their classrooms are legitimising the very same behaviour in their students. If you want your students to treat you respectfully, the process must start with you. The only behaviour that you can absolutely control is your own. Use your own behaviour to help model and manage the behaviour of students.

**4. Discipline with dignity, correct with compassion:** Create win-win situations. Do not back students into psychological corners — always leave them a graceful way out.

**5. Actively build trust:** Do not assume that your students will automatically trust that what you are doing is in their best interests. Their previous experiences of adults, both inside and outside education, may lead them to very different conclusions. Be **consistent** and make sure that you always demonstrate that you have their interests at heart. Accept that both you and they have 'off days'. Trust is something that develops over time.

**6. Grudges break relationships-** repair relationships as often as is needed: Just because a student has made some poor choices about their behaviour does not mean that you have to avoid saying anything positive to them. Some teachers think that just because they have had to correct a student's behaviour it means that they avoid all forms of praise from that moment on. If anything, the very opposite is true. We should look even harder to 'catch them being good' and repair working relationships as soon as possible. You are the adult.

**7. Follow up your actions:** Always follow through with the choices your students have made. This is particularly true with applying sanctions. Striking bargains or deals with students undermine your credibility and our partnership as teachers. Avoid undermining colleagues in other classes by allowing students to wear coats/listen to iPods etc as a special treat.

**8. Actively take steps to reduce confrontation:** Realise that the only person **you** can control is yourself. You can **manage** the behaviour of students, but you cannot control it. Recognise that when a student challenges your instructions they are not making you less of a teacher. They are simply doing what young people have always done (and probably always will) ... - challenge adults. Stay calm, use rehearsed language patterns and stay focused on your classroom rules.

9. **Hold high expectations:** One of the single greatest deterrents of students' eventual educational achievement will be the expectations their teachers have of them. **If you have low academic and social expectation of your students then they often live down to this.**

10. **Actively develop and use a wide range of intervention strategies:** The more choices you feel you have in responding to examples of unacceptable behaviour, the more relaxed you will become and the more confident you will feel.

11. **Ensure that your corrective consequences are fair and logical:** Wherever possible make a direct connection between the consequences the student is choosing and their actual behaviour. Be seen to be fair. Do not issue whole class consequences because of the behaviour of a few.

12. **Stay happy:** Some teachers fall into the trap of psychologically investing too much into their discipline transactions. This is not healthy as life is too short! Having a bad lesson or a bad week happens to us all. It is not a reflection of your qualities as a person.

### **Positive Strategies (1 )**

The best strategies for managing behaviour are ones which are related to how you prepare for your lessons and the tone that you set in the lessons themselves.

Below is a list of essentials for every lesson:

**Be happy and confident:** Students often feed off the tone that is set by the teacher. If you are confident and relaxed, they will pick up on it.

**Set your expectations high:** Remind students about where they are in their learning, where they are going and what you want them to achieve.

**Set clear objectives:** Students need to understand what they are expected to learn, so explain it to them. Use simple lesson objectives; refer to them during the lesson. This includes teaching students your objectives for positive and calm classroom behaviour.

**Use different approaches and a range of resources:** Students learn in different ways and while it is not possible to accommodate everyone all the time be aware that different stimuli keep your lesson engaging and exciting.

**Be early:** The easiest way to start the lesson well is, if possible, to be there before the students. It gives you the chance to welcome them and set the tone for the lesson.

**Allow time for reflection, use different group dynamics:** Two strategies which really go together and are about involving the students in their own learning, whether it be talking about what and how they have done or working with others on shared and negotiated tasks.

**Model the behaviour you wish to see:** Show respect and be sensitive. If you prepare well, mark books, feed back, take an interest in students and don't shout and lose your temper, the students are more likely to see you as someone in control who is fair and worth working with.

**Use starters, plenaries and lesson protocols:** Students learn well if they recognise the structures in your lesson or in the way that you set out your lesson/room. They begin to set the pattern and the tone themselves and to start thinking in ways you want them to without asking.

**Talk to other staff:** There is a wealth of experience and talent in all colleagues!! It is often the case that some difficult groups/students are not difficult for someone else. Talking and sharing strategies is a great idea.

### **Positive Strategies (2)**

The strategies listed below are all suggestions from members of staff either in this school or in others. They are not going to be right for everyone, but they are all tried and tested ways of dealing with difficult situations positively:

**Give praise....lots of it.**

**Get familiar with and use the School Behaviour Policy.**

**Don't lose your cool and start shouting.**

**Don't back students into a corner.**

**Use simple prompts like eye contact, teacher proximity; use "pause" and be prepared to walk away while your instructions are complied with.**

**Give students a choice.**

**Give praise....lots of it.**

**Separate student from audience.**

**Follow up your actions.**

**Don't negotiate on sanctions.**

**Don't ridicule students.**

**Give praise....lots of it.**

**Use a seating plan.**

**Smile a lot.**

**Insist on good standards**

**Show respect and trust and don't over react... they are children... you are the adult professional.**

**Use humour.**

**If students make lots of mistakes... support them. Make students feel secure.**

**Give praise....lots of it.**

**There are only a very few students who do not response to strategies around school. In the end they may have to be dealt with by our escalating system which may eventually lead to exclusion. Keep an eye out for information so that you know where difficult students are and what sanctions (e.g. reports) are currently in force.**

### **Section 3 - Climate 4 Learning Student Handbook**

We believe that all students have the right to learn in Academy, make progress and achieve their potential. All students also have a responsibility to not interrupt or disturb the learning of others.

In this booklet you will find all the procedures we use in Academy to help maintain an orderly, focused and calm learning environment. It clearly outlines the expectations we have of all students. The praise and sanction system that is used by all staff is included. If you are unsure of anything in this booklet, ask your form tutor and they will answer any of your questions.

**We expect all students to behave well, be polite and cooperate at all times. If this is the case, our Academy community flourishes and all students will feel safe, secure and achieve their best.**

The student code below, will be regularly reviewed by the Academy Student body Council

Please read this booklet carefully so you are aware of the routines and rules that apply to all.

**‘Our aim is to create caring, orderly and disciplined environment where learning can flourish and be enjoyed’**

#### **Student Code...**

##### **Students will always...**

- Follow the instructions of staff in Academy
- Will always enter classrooms quietly and in an orderly file.
- Walk around Academy quietly ensuring they do not disturb the learning of others.
- Respect other people and their property, not damaging the Academy environment in any way.
- Put rubbish in the bins provided and keep the site clean and pleasant.
- Wear full Academy uniform with pride, in the Academy and to and from Academy.

- Speak politely to all members of the Academy community.
- Behave in a way that makes you safe and others safe too.

When in lessons students will always...

- Arrive on time to all lessons, academic tutoring and other activities.
- Be properly equipped for all lessons.
- Complete all independent study set.
- Work in silence unless your activity requires you to talk.
- Stay on task and allow others to do so.
- Follow the health and safety rules of each faculty.
- Stay in seats unless asked to move.

Students never...

- Verbally or physically abuse any member of the Academy community.
- Bully or intimidate anyone in our community, or use technology to communicate threats.
- Fight.
- Have or use alcohol or drugs.
- Have or bring a weapon, or anything that could be used as a weapon to the Academy site.



## **OUR EXPECTATIONS AT MEA**

### **THIS IS WHAT WE EXPECT AT MEA:**

**WE EXPECT** Good behaviour in the Learning Experience and outside the Academy

**WE EXPECT** Students to work hard on project/course work and all assignments

**WE EXPECT** Full Academy uniform

Hair tied back

Ties long

Shoes not trainers

No jewellery except wrist watches

Correct socks/leg wear

**WE EXPECT**

Full attendance, punctuality and courtesy

**Remember to conduct yourself quietly and sensibly around MEA**

What do you need to bring to Academy?

The right attitude and a Smile!

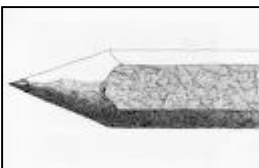
Academy Bag



Blue or Black pen



Pencil



Calculator



Eraser



Student Planner



Ruler  
appropriate)



Practical kit for lessons (when



## **UNIFORM**



UNIFORM MUST BE WORN BY ALL STUDENTS.

(Unless the Principal has given permission)

If you do not wear the correct uniform :

1. A member of staff will find out why
2. You will be issued with a note
3. You will be referred to the student to Student Coach who will give out an appropriate substitute – For example: pumps be provided if students turn up in trainers ie. girl or boy
4. Repeated uniform issues feeds into the sanctions process

### **UNIFORM:**

#### **GIRLS**

Navy suit girls with option for trousers or skirt

Blue blouse girls

Scarf

Navy socks or tights

Girls no bows or colour on shoes and must be black and flat

PE kit

## **BOYS**

Navy suit

Blue shirt boys

Tie boys

Navy socks boys

Boy shoes must be black and flat. Again pumps if not right footwear. Must be shoes not designer 'things' that look like shoes

PE kit

## **NO EXTREME HAIR STYLES**

### **Punctuality to Lessons**

**It is very important that all students are on time to their lessons.**

If you are on time and properly equipped you will be ready to learn and on task very quickly.

### **Times of the Academy Day**

**The Academy day is shown below to remind you of when you have brunch and lunch. Also, make sure you are at Academy by 8.40am for a prompt start.**