



# Ark Walworth Academy

## **ARK WALWORTH ACADEMY BEHAVIOUR FOR LEARNING POLICY**

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# WALWORTH ACADEMY

## BEHAVIOUR FOR LEARNING POLICY

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## Governors' Statement of Principles

The Governors of Walworth Academy believe that the Behaviour for Learning Policy should be founded on the following principles:

- i) Walworth Academy provides a safe environment in which all students are supported to achieve their academic and social potential, and are provided with support to overcome any barriers to learning they may face.
- ii) Walworth Academy prepares students to face the challenges and responsibilities of adult life and to this end students should be encouraged to develop self-discipline and to take responsibility for their actions.
- iii) All members of the academy community have the right to expect a clear Code of Conduct with accompanying rules and regulations which are well-publicised, clear and consistently implemented.
- iv) The academy works in partnership with families and with other agencies who may be involved with a student.
- v) Equality of opportunity is related to all areas of the academy's work and is a fundamental aspect of its ethos. The academy is fully inclusive and actively promotes equality of opportunity for all members of its community regardless of race, ethnicity, religion, age, sex, disability, sexual orientation or marital status. The academy will challenge derogatory or discriminatory language and behaviour. The academy monitors the impact of all its policies and is alert to disproportionate impact on vulnerable groups.
- vi) The academy's Behaviour for Learning Policy is based on the principles of positive behaviour management. Whilst sanctions may sometimes be necessary and appropriate, wherever possible the academy seeks to encourage the right behaviour rather than punishing the wrong.
- vii) All staff, parents and students are expected to keep the promises made in the "Academy Working Agreement".

The Behaviour for Learning Policy should be read in conjunction with the following policies:

- Anti-Bullying
- Teaching and Learning
- SEN and Inclusion
- Safeguarding, including allegations
- Complaints / Parental Concerns
- Alternative Provision
- Equality Statement.

Good behaviour is built on the premise that appropriate behaviour is a learned activity. What is appropriate in one cultural context is not necessarily appropriate in another. The behaviour in a family may be completely different to behaviour on the street. In our increasingly pluralistic society, it should not be surprising that norms of behaviour vary more than ever. We are of the belief that the required behaviour must be taught in a systematic way in order to ensure academic progress. So behaviour must be taught in a positive context. Consistency is vital and it is the academy's belief that discipline must be evident in the classroom and modelled by teachers. This behaviour should then be reciprocated by our students, thus resulting in good behaviour and relationships throughout the academy.

The Behaviour for Learning policy was developed in consultation with staff, students, parents and the governors.

### **Purpose and Scope of the Policy**

This Behaviour for Learning Policy is intended to enhance the development of a positive working relationship between students, teachers, support staff, parents/carers and all other members of the academy's community. At Walworth Academy, we equate displaying good behaviour with having a positive attitude to learning; therefore, all behaviour is managed through effective teaching and learning. It is essential that all staff of the academy community recognise the importance of positive behaviour management. The foundation for positive behaviour is recognising and celebrating success, however small. Praise must be used effectively to motivate, inspire and encourage students to attain and achieve their best.

All staff, teaching and non-teaching are expected to be positive role models and through their dress, behaviour and professional attitude should model the expectations that we have of our students.

Our expectation of the students must be applied consistently. Any inconsistencies will detract from our aim of creating a positive learning environment.

The role of parents/carers is essential. We expect parents/carers to reinforce the aims of the academy in celebrating and praising their child's achievements. Also we ask parents/carers to work in partnership with academy to develop and maintain a positive attitude to learning and to support the academy in addressing inappropriate behaviour.

Governors also have a part to play and should be actively involved in recognising good behaviour, effort and achievements as well as supporting the academy in implementing disciplinary procedures.

### **Vision**

We want our students to be "Ready for Learning" and we aim to reward them for achievement, progress and exceeding expectations. It is our aim to promote a culture of praise that frames our positive regard for each other in effective relationships.

## **Core Values**

### **Walworth Academy CARES**

Walworth Academy is a family; we care about our teachers, students, their families, the environment and the community. We are kind, compassionate, grateful and forgiving. We want the best for each other, we care about our learning. We respect each other. We care about the opinions of others and listen to what they have to say. We care about our future.

- **Commitment**

Maximum effort in everything you do – all the time with no excuses.

- **Aspiration**

Always strive to be better, constantly reaching beyond your limits.

- **Resilience**

Never give up – keep pushing and keep trying.

- **Excellence**

Be the best you can be every day. Have pride and confidence in your success.

- **Self-Management**

Do the right thing – never have to be asked.

### **Ethos**

Walworth Academy endeavors to encourage and reward behaviours that contribute to an environment of excellence in learning. Modelling behaviour for learning with a central focus on maintaining effective relationships across the academy is key to our culture of praise and positive regard.

Praise, appreciation and reward are central to the teaching and learning process. They give a positive atmosphere to the school, and they help to develop both the staff and students' self-confidence and motivation.

### **Staff to Staff Relations**

Praise should start with the staff. All members of staff should cultivate the habit of praising and encouraging each other. In our daily activities, we should always look out for the best each other and celebrate it. Recognition can take many forms:

- Saying simple things like 'good morning', 'how was your day?'
- Open acknowledgement via email
- Verbal commendation
- Differences are settled face to face (not by emails)
- Letter or note of commendation or appreciation (example 'Hero of the week' every Friday)
- Gifts (birthday cards).

Whatever we do, we need to be affirmative and play to each other's strengths. It is very important that achievement, however large or small, is recognised, and that any praise given is sincere and meaningful.

### **Staff to Student**

Actions include:

- Comments – Verbal or written in exercise books
- Merits – Students should be rewarded for homework, effort, achievement etc.
- Certificates – Certificates can be stuck in books to reward students for a variety of things such as effort, progress, homework and positive contributions.
- Postcards – These can be sent home termly and these will be given to one or two students from each class. (This will be done centrally and only names need to be given.)
- Letters and phone calls home – commending major achievements or improvement.
- Gift vouchers
- Praise effort and hard work

### **In the classroom**

#### **1- Core Values: CARES Praise**

- provide teachers with a number of core values stickers
- Teachers to reward students weekly

## **2- Self-Management: Ready for Learning**

- Verbal praise whilst taking the register to reinforce the right behaviour (positive reinforcement) and secure an orderly start to lessons.

## **3- Effort: Progress matters during each lesson**

- Celebrating marginal gains
- Using a language promoting growth mind-set

## **Tutor Time**

### **a) Attendance and Punctuality**

- Tutors will be given tutor group weekly attendance and punctuality data every Friday briefing
- Tutors to give out Attendance and Punctuality Certificate every Monday

### **b) Positive events and/or Merits**

- Tutors will be given tutor group weekly Positive events and/or Merits data every **Friday briefing**.
- Tutors to give out Highest number of Merits Certificate every Monday.

### **c) Praise – Shout Out- Family Dining**

Peer praise by students organised by tutors.

### **d) Homework completion**

- Tutors will award Certificates for 100% homework completion every month.

## **Director of Progress**

### **a) Weekly Assembly- Attendance prize**

- 100% Attendance and Punctuality Prize Draw (Certificate)
- Most Improved Attendance Prize Draw (Certificate)
- Best Tutor Group (Certificate)

### **b) Monthly Praise Assembly (AWA Calendar)**

- DoP will award CARES praise once a month (£5 Voucher)
- Display top tutor group for each “CARES” value.
- Organise reward trips every half term

## **Inclusion Team**

### **1- Self-Management**

- Zero Low Level Disruption (weekly letters and/or phone calls)
- Ready for Learning checks (weekly letters and/or phone calls)
- Exemplary Student Leadership (Certificate every half term)

## 2- Target 5

Celebrate progress made by “target 5” students every two weeks (letters sent home)

### 1- Hero of the week

Peer Praise will be underpinned by our Core Values (staff version) during Friday briefing.

### 2- “Praisers of the Month”

Last Friday of each month, colleagues who awarded the highest number of praise will receive a certificate and a voucher.

## Expected Outcomes

*The outcomes of praise and reward for both staff and students will be:*

- Eagerness to go the extra mile to achieve even better outcomes
- Dedication
- Positive work ethos
- Excellent behaviour for learning
- High self-esteem
- Self-belief
- A ‘can-do’ approach.

We know that we can support the teaching of making positive choices and building good character through praise and rewards. There are many ad hoc opportunities for this: genuine praise given at any time is always going to be well met. Equally, it's helpful to learn early that sometimes good things happen to good people and so the odd ad hoc reward such as when we get given free cinema tickets or voucher is also important.

However, we must never underestimate the power of structured praise and rewards which happen every lesson, every day, every week, every term and every year. Throughout the school, we think it is important to have **class rewards** centered on our core values– celebrating the successes of our students – and **individual rewards** to celebrate personal choices, growth and successes.

Through both individual and whole class rewards we aim to create a light and dark to school culture. We make it normal, expected and visible that the majority of the group do the right thing and they are differentially privileged for doing so. It needs to be abnormal, unexpected and as invisible as possible that pupils do not make good behaviour choices.

## Rewards and Disciplinary Sanctions

Rewards within the context of challenging activities are recognised as highly motivating for students and staff. “Catching students doing the right thing and praising them for it” is a key concept to successful behaviour for learning. Successful teachers consistently use verbal praise as part of their language for learning. This must be reinforced through the use of written praise when marking work. Students are rewarded when they have:

- exceeded expectations
- achieved milestones in relation to pastoral and academic targets
- maintained 100% attendance and punctuality.

The foundation for positive behaviour for learning is recognising and celebrating success, however small. Praise must be used to effectively motivate, inspire and encourage students to attain and achieve their best.

Teachers, teaching assistants and other paid staff with responsibility for students at Walworth Academy have the legal power to discipline students whose behaviour is unacceptable, who break the academy rules or fail to follow a reasonable instruction. They may impose any reasonable and proportionate disciplinary sanction.

(See Rewards and Disciplinary Sanctions Systems – Appendix 1)

## Rights, Responsibilities and Expectations

Students and parents/carers have the right to expect that the academy will do all it can to enable all students to reach their potential. The academy expects students to take an active role in creating a positive environment that enables learning and achievement to flourish. All involved must accept their responsibilities for the benefit of everyone at Walworth Academy.

At Walworth Academy, all members of the academy community have the right to:

- Work in a calm, safe and orderly environment
- Enjoy clean and attractive surroundings in the academy
- Be able to move around the academy safely and quickly
- Expect co-operation and respect from others.

In summary, we expect to be able to get on with the task of teaching and learning in a supportive, safe and stimulating environment.

Students are expected to have a positive attitude towards their learning and the learning of others. They need to develop determination and a self-belief that they can, and will, achieve.

We have 'Zero Tolerance' of any students carrying knives or other offensive weapons. Similarly, this rule is also applied to:

- Possession, handling or supplying weapons such as knives, pocket knives, sharp objects, guns and replica guns on school site
- Possession, supply, use of drugs and any direct association with drugs/illegal substances
- Students deemed to be providing or using illegal drugs or solvents; or
- Students who bring an intruder to the academy or close to the academy to attack or intimidate any student, staff or parent
- Inappropriate sexual activity or behaviour.

If these behaviours occur outside the Academy and bring the Academy into disrepute, the sanction will still be applied. These offences may result in permanent exclusion from Walworth Academy.

In return, students can expect that all staff will have consistently high expectations of them. More specifically, students can expect:

- To be recognised and praised for progress
- To be treated with respect and fairness
- To be given encouragement and support
- To be given equal access to the curriculum
- To be set high standards by all staff
- To be given regular and accurate information about their attainment and achievement.

All members of the academy community have the responsibility to care about themselves and all others who work in and live in and around the academy site.

Everyone has the responsibility to: -

- Ensure that each individual's right to learn is fully respected
- Value all the opportunities for learning
- Appreciate each other's development and progress
- Take pride in all their work
- Be honest and caring about each other, the academy environment and its resources

- Maintain positive behaviour in and around the academy and its community.

In order to achieve this at Walworth Academy, there is a clear framework of policies and expectations – this protects everyone’s rights and responsibilities.

## Expectations of Students

There are therefore some instructions teachers give which become routinised: the purpose has been discussed and agreed as a team and everyone understands why it's important.

Students should arrive at the academy ready for learning. This includes a good night’s sleep, having completed all homework the night before, a good breakfast, full equipment, smart uniform, a homework diary, a good mindset and attitude.

### **Demand More**

An adult should definitely have 100% high expectations, 100% of the time (and accept nothing less than 100%).

There are some key areas where staff should demand more:

#### **a) Tracking**

Eyes on the speaker

#### **b) One Voice**

One person speaks at a time

#### **c) Body Language**

Sitting up in chair or stool

#### **d) Full Sentences**

Students answering in full sentences in the classroom and corridors

#### **e) Full engagement in Learning**

Students should produce their best effort at all times.

### **During Tutor Time and Lessons:**

All students have a responsibility to ensure that a positive learning environment exists in all lessons. Students show this responsibility by:

- Co-operating fully with the teacher; following instructions the first time they are given
- Focusing on the learning and refraining from distracting others
- Working and behaving in a manner that is conducive to learning
- Working actively and effectively with other students in the class
- Arriving on time in a quiet, orderly way
- Putting equipment and homework diary on the desk. Students should carry their equipment and school bags big enough to hold A4 books. Pouches should not be used as a school bag.
- Leaving, when dismissed, in a quiet orderly way
- Showing respect for the classroom or teaching area and equipment, resources and displays
- Leaving a teaching area only when given permission and with a note from the teacher

- Managing their own noise level to ensure that everyone has a comfortable environment for learning and teaching.

### **Moving Around the Academy and in the Playground**

All students are responsible for enabling others to move around the building and in the playground safely by:

- Walking about corridors and stairways in a quiet, sensible and orderly way
- Using the nearest and appropriate entrances and stairs
- Moving around and between buildings quietly and calmly
- Walking quickly and on the left to teaching areas at lesson change over
- Holding doors open for others
- Treating teachers, academy staff, visitors and other members of the public on site or in the community courteously at all times (saying please and thank you).

### **Looking After the Building and our Site**

Students must take responsibility for keeping the academy environment clean, safe and hygienic. Individuals and form groups can do this by:

- Remembering that chewing gum is NOT acceptable in the academy
- Keeping the academy and playground clean and tidy by using the waste bins provided
- No spitting.

### **Why are these expectations important?**

Our high expectations ensure **all students** are held to account for their learning. Due to these demands students have to self-manage and therefore start to take greater responsibility for their own learning. These are essential work ready skills that employers need from young people:

- Communication
- Interacting with others
- Appropriate behaviours

### **Behaviour around the Academy**

Students have a responsibility to help keep the academy environment and site calm and orderly by:

- Keeping noise levels down by talking quietly in the academy and not shouting at people in or outside the building
- Moving around the academy quietly at change of lessons and getting to the next lesson on time
- Arriving at lessons and assemblies in a quiet, positive and respectful manner, waiting quietly, reading a book or homework diary and leaving calmly when asked to do so
- Behaving and responding in a courteous manner to members of our school community and the public
- Not disturbing members of our school community when going to and from academy, or playing in the playground
- Using appropriate language when talking to other people, e.g. not swearing.

### **Looking After the Learning Environment**

Students have a responsibility to help to look after the learning environment by:

- Looking after displays of work in teaching areas and corridors – they are a celebration of work which should not be damaged in any way
- Keeping all areas of the academy clean and pleasant to be in
- Keeping the academy graffiti and rubbish free
- Keeping the toilets clean and pleasant to use by leaving them how they themselves would like to find them.

## Expectations of Staff

Around the academy building and grounds staff are expected to:

- Help create a learning environment based on praise and recognition for positive behaviour and attitudes
- Be consistent, positive role models for our students
- Challenge poor or inappropriate behaviour and uniform
- Remind students of procedures and rules for positive behaviour
- Use the correct procedures when incidents of negative behaviour occur and refer students to the appropriate member of staff
- Follow correct procedures when dealing with infringements of the academy's Equality and Diversity Policy
- Deal with incidents of a racist, sexist, bullying or discriminatory nature, logging them appropriately, following specified policies and procedures.

Staff are also expected to take responsibility for establishing and maintaining positive behaviour in classrooms and learning areas by:

- Reinforcing good work and positive behaviour
- Explaining and consistently enforcing positive expectations of students' behaviour (refer to the code of conduct)
- Using academy and departmental sanctions and the referral systems appropriately and correctly
- Consistently insisting on high expectations of students as well as developing and maintaining positive behaviour and attitudes
- Praising students and staff for making exceptionally good contributions or showing exceptionally good behaviour.

There are some basic strategies that are essential to establishing effective classroom management:

- Arriving at lessons on time so that students are not left unsupervised
- Planning active and engaging lessons that challenge and stimulate the students
- Creating a good pace in a lesson
- Consistently delivering the teaching and learning priorities
- Including a variety of activities to deliver the learning objective
- Ensuring that students enter and leave a teaching area in a settled and orderly manner
- Ending lessons on time, dismissing when the bell rings
- Expecting students to remain in the teaching area during the lesson except when absolutely necessary
- Differentiating lessons to ensure all learning styles are catered for and all learning needs are met
- Deploying learning support effectively.

## Strategies to Support Positive Behaviour for Learning

Some students consistently show behavioural and emotional difficulties but are not on the register of students with Special Educational Needs. In addition to using positive strategies to manage challenging and disruptive behaviour (such as allowing time for the student to respond to requests and keeping calm), the Special Educational Needs and Disability Coordinator (SENCO) and members of the Behaviour Support team based in academy can be consulted and will give advice, resources and support where appropriate.

However, department policy and whole academy policy must be used in the first instance. The preparation of appropriate teaching resources, clearly differentiated and delivered in a variety of ways (i.e. Visual, Auditory and Kinesthetic), will always have benefits. In addition, words of acknowledgement for good behaviour will re-enforce the standards that the students should be aspiring to.

### **Staff Guidance for Managing Behaviour in the Corridors and stairs**

#### Aims of this guidance

To ensure that students move between lessons in a calm and orderly manner so that they are prepared for their learning

To ensure that students have outstanding behaviour for learning in and out of the classroom.

#### Objectives

- To maintain calm, orderly and purposeful movement around the academy
- To improve corridor behaviour and highlight respect and consideration for students and staff
- To ensure that lessons begin and end on time
- To ensure the atmosphere in the classroom is conducive to learning.

#### General Guidelines

- All staff must be proactive. Do not ignore, but challenge and support
- Teachers in classrooms to have an orderly dismissal e.g. row by row – groups of tables or desks etc. Teachers should be at the doorway to encourage students to be prompt to lesson. Teachers should welcome and greet students
- Teachers to stand at classroom doors and supervise each class entering and leaving
- Staff to ensure that students keep left on the corridor at all times
- Staff to remind students that running, drinking and eating in the corridors is NOT acceptable.

Teachers should do all they can to:

- Use humour: it builds bridges
- Keep clam: it reduces tension
- Listen: it earns respect

Teachers should do all they can to avoid:

- Humiliating students: it breeds resentment
- Over-reacting to events: the problems will grow
- Giving blanket punishments: the innocent will resent you
- Over-punishment: never punish what you cannot prove
- Sarcasm: it damages your relationship with students
- Threatening students: it makes you look foolish when the threat isn't carried out.

Remember: *Creating a calmer, orderly atmosphere within the corridors and staircases should give a smoother start to lessons, enhance the atmosphere and contribute to student achievement.*

## Managing Unacceptable Behaviour

When a student is behaving badly, the manner in which they are dealt with is very important. All students should be dealt with calmly and politely. Staff act as adult role models for students. When a problem arises the problem should be dealt with professionally.

For example:

- Avoid confrontation
- Listen and keep calm
- Watch what you say
- Establish the facts
- Judge only when certain
- Use sanctions sparingly

When difficulties of a low-level disruptive nature take place in the classroom:

- Use the level system (see Appendix 1: Rewards and Disciplinary Sanctions Systems) and insist on behaviour you expect to see and praise students doing the right thing
- Directors of Progress and Heads of Department should have clear systems for managing unacceptable classroom behaviour in line with whole-school policy

Note that very serious incidents such as fighting, assault, aggression, carrying a knife or other offensive weapon, drugs etc. should be reported immediately to a senior member of staff.

Teachers should refer disruptive students to Directors of Progress or Heads of Department before sending students to the Referral Room.

### **Conflict Resolution**

We have a system of “Repairing the harm” in place which focuses on alternative approaches to the resolution of incidents, by empowering staff and students and developing a variety of skills to resolve conflict situations.

Staff must also be praised and recognised accordingly in order that they feel valued and maintain high levels of motivation.

Staff are encouraged to settle their differences face to face rather than through emails.

Students peer mediators will help settle differences between students in the peace garden.

Students may be referred through the named member of staff, Ms Helen Philpotts.

Our expectations of the students must be applied consistently. Any inconsistencies will detract from our aim of creating a positive learning environment.

## **Counselling**

The academy has two professional counselors on site on Mondays, Wednesdays, Thursdays and Fridays. Students may be referred through the named member of staff, Ms Evelyn Asante.

## **Anti-Bullying**

Walworth Academy is determined that all students should feel safe at the academy and enjoy their education. A key feature of this is the strong stance taken against all forms of bullying. The academy's policy on anti-bullying can be found in the Anti-Bullying Policy.

## **Use of Force**

At Walworth Academy staff are discouraged from touching students because this can be misinterpreted. However we aim to provide a supportive environment and it may be appropriate from time to time to lightly touch a student's upper body in order to guide or reassure. In accordance with the Education and Skills Act 2006 all staff may on occasion need to control or in extreme circumstances restrain a student in order to ensure that they do not:

- Hurt themselves
- Hurt somebody else
- Damage property
- Prejudice the good order of the academy.

In the event of this requiring anything other than a light touch to the upper body an Incident Report Form will always be completed and parents informed. If a student requires restraint parents will always be informed and a full debrief of student and staff involved held.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/488034/Behaviour\\_and\\_Discipline\\_in\\_Schools - A guide for headteachers and School Staff.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)

## **Screening and Searching**

The Code of Conduct and associated Academy Rules makes it quite clear what items are prohibited at Walworth Academy. The staff reserve the right to screen all students for banned objects – this may involve asking students to turn out their bags, searching lockers, using a hand held wand or arch.

It may occasionally be necessary to search a student with their consent. This will only be done when the academy has reasonable grounds to believe a student may be carrying illegal, stolen or prohibited items.

Searches will be carried out by senior members of the teaching staff.

Searches will be conducted out of sight of other students. Suspicion may be aroused:

- As a result of a positive screening
- Because a student is acting suspiciously (e.g. attempting to hide something)
- As a result of a 'tip off' – by a parent/carer or another student
- Because of something said by the student.

There will always be two members of staff present when a search takes place. Wherever possible, both members of staff will be of the same sex as the student.

Students will NOT be frisked or asked to remove clothing other than outerwear but they may be asked to remove their coats, turn out their pockets and bags and lift up their trouser legs to reveal their socks.

Throughout the screening the student will be talked to and reassured that there is no threat to them and that they have nothing to fear if they are not carrying anything.

If students refuse to be searched or if they abscond the police will be informed. If students become abusive or threatening the search will be stopped, the student isolated and the police called.

All searches will be logged, including the following information:

- name, year, sex, ethnicity of every student searched
- grounds of suspicion
- time and place
- who searched
- who else was present
- what if any reasonable force was used, and if so why
- how the search began and progressed
- the student's responses and how staff managed them (e.g. steps taken to calm the student).

The student's parent/carer will always be informed if a student has been searched and the result of that search.

Students will NOT be searched without their consent – if the academy has reason to believe the student requires searching and he or she refuses consent, the police will be called and the student's parent/carer informed. (For more information see DfE Guidance)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

Police Liaison Officer: PC Basil Faraj

## Confiscation and Disposal

Staff at Walworth Academy have the power to confiscate any item which is illegal or banned from the academy. In most circumstances staff will confiscate items which are banned from the academy and return them to students at the end of the day. However on some occasions this will not be appropriate and in those cases the following principles will apply:

- Illegal items (weapons, substances or stolen goods) will be handed to the Police
- Legal but banned consumable items (tobacco, alcohol, sweets or foodstuffs, e.g. chewing gum) will be disposed of
- Other personal items e.g. mobile phones, MP3 players etc., which are confiscated, will be held securely until the item is returned to the student after school or until parents/carers make arrangements to collect them.

## Allegations

Any allegation of misconduct against a member of staff will be taken seriously and may be referred to the LADO and dealt with using the Local Authority procedure. Pastoral support will be offered to any individual against whom an allegation is made and the matter kept strictly confidential. If the allegation is against the Principal, the Chair of Governors will be responsible for referring the matter. In the event of an allegation proving unfounded or malicious the matter will be referred to the Governors' Discipline Committee for action. Staff are advised to familiarise themselves with the Government Guidance on 'Safer Working Practice' in order to minimise the risk of allegations being made.

## Data

The academy collects a range of behaviour data including:

- Exclusions, both external and internal
- Attendance and punctuality, including punctuality to lessons
- Referrals to 'Inclusion Support'
- Behaviour, attendance and progress data of those students attending alternative provision
- Incidents, rewards and sanctions.

Data is analysed at individual student level by form tutors, directors of progress and the SENCO and is used to inform referrals to academy-based interventions, IEPs and referrals to outside agencies.

Data is analysed on a whole academy basis by the member of SLT with responsibility for behaviour and is used to identify 'hot spots', to monitor trends, consistency and performance against targets and to inform changes in policy and procedure. Data is also monitored to ensure the academy meets its statutory duties with regard to the Single Equality Scheme.

Data is presented to whole staff meetings, SLT meetings and Governors in order to support the evaluation of the impact of the policy. In detail:

- Governors receive a termly report on exclusion data and behaviour incidents
- SLT analyse behaviour data every month
- Staff complete questionnaires termly
- Parents/carers complete questionnaires twice a year
- Behaviour for Learning will be a standing agenda item at students' consultation group meetings.

## Conclusion

We start with wanting to make sure every child who comes to Ark Walworth Academy feels safe and happy here. We know that everyone feels safest and happiest when they know and understand their environment, know and trust the people in it and know and understand the expectations everyone has of each other and how to meet them.

Given that our work as teachers is to develop our pupils' characters, we are responsible for teaching the young people in our care how to work hard, and how to be good people. We do this through the positive and trusting relationships we create in our community and through the constant and consistent expression of high expectations with really clear lines on what's ok, what's not ok, why that is, how to achieve it and how to reflect and fix it when we get it wrong so we can always strive to better.

If we are actually teaching children and young people – from aged 11 right through to 18 - about making the right decisions and choices about how to behave and how to strive to be better, we have to explain the purpose of the things we ask them to do. We never ask children to do things to show we are in control or in a position of authority: "because I said so;" "because I'm the teacher;" "I'm in charge here" are not phrases you will ever hear in our school.

For example: we don't walk in silence down the corridor because it makes the teacher feel powerful, we do so because other people are learning or working and we don't want to disturb them and because walking in a straight, silent line is the most efficient way of getting from one place to another and so it maximises our use of time.

We always take the opportunity to enable pupils to learn from their behaviour choices by reflecting on them.

Tutor periods are ideal times for whole class reflections on successes and areas for development.

Often, reflective conversations are best when they are one to one and private. These informal conversations can happen during break time, lunch or before / after school. Adults use the language of CARES values and other classroom rules to reflect with the pupil on the choice they made and what different choice they can make in the future to achieve a better outcome. The overall aim is for the pupil to develop the skill and vocabulary to think through and talk about their behaviour and how they can take responsibility for making better choices as part of the class/school community. A follow up conversation with family over the phone or in person might be appropriate depending on the circumstance

## Monitoring and Evaluation

This policy is a working document that will need to be evaluated and revised every year. It is subject to feedback to the Full Governing Body, student council, parents and staff.

Written: November 2017

Next review: November 2018