



BEHAVIOUR POLICY

1 Sponsors' Statement

- 1.1 All The Bishop of Winchester Academy policies exist to support the Sponsors' vision, Christian ethos and values that are embedded in the day-to-day and long term running of the Academy. Each policy evidences the commitment of the Sponsors to the principles and values of honesty, respect, hospitality, compassion, love, forgiveness, self-discipline, creativity and hope. This policy contributes to the development of young people and the community through all Academy activities and in particular through the specialism of Enterprise and Innovation, and Maths.

2 Introduction

- 2.1 As a Church of England Academy, the Christian ethos of love, respect, care and forgiveness for all members of the community, will be promoted throughout The Bishop of Winchester Academy. All students should be provided with the opportunity and the support to learn and achieve to their full potential, and receive reward and recognition in response to success and effort. Parental involvement is expected, welcomed and encouraged in supporting the aims of the behaviour policy.
- 2.2 This policy should be read in conjunction with any other relevant Academy policies.

3 Who does this policy apply to?

- 3.1 This policy applies to all staff, students in KS3, 4 and 5, parents, Governors and visitors of The Bishop of Winchester Academy.

4 Who is responsible for carrying out this policy?

- 4.1 The implementation of this policy will be monitored by the Governing Body of The Bishop of Winchester Academy and remain under constant review by a designated member of the Academy Leadership Team.

5 What are the principles behind this policy?

- 5.1 The Academy aims to encourage high standards of behaviour in our student population. The Academy aims to meet the objectives of the 'Every Child Matters' agenda which are:
- i. *Being Healthy* - enjoying good physical and mental health and living a healthy lifestyle
 - ii. *Staying Safe* – being protected from harm and neglect and growing up able to look after themselves
 - iii. *Enjoying and Achieving* – learning in a healthy and safe environment where they can achieve without hindrance, getting the most out of life and developing skills for their future
 - iv. *Making a Positive Contribution* – being responsible to our community and society

- v. *Economic Wellbeing* –overcoming socio-economic disadvantages to achieve their full potential in life

6 Procedure

Promoting learning and teaching about positive behaviour

6.1 The Academy will:

- i. recognise and reward good behaviours
- ii. promote and reinforce desirable behaviours through assemblies and mentor groups
- iii. provide opportunities for mediation and restorative approaches for students and staff
- iv. as adults, be positive role models around the school
- v. correct behaviours through community service where appropriate
- vi. seek to ensure that students are treated with equality and fairness
- vii. develop the physical environment to promote the Christian ethos and expectations of positive attitudes and good behaviour

Responsibility

6.2 All staff will uphold the core values and aims of the behaviour policy and work within the 'behaviour for Learning' procedures of the Academy. (see appendix Behaviour for Learning Booklet)

6.3 All students will be expected to accept the core values and aims of the Academy and adhere to the Academy/Home Partnership Agreement.

6.4 All parents/guardians/carers will be expected to work in partnership with the Academy to uphold the core values and aims of the behaviour policy and to support its implementation by encouraging adherence to the Academy/Home Partnership Agreement.

Standards of behaviour

6.5 The Bishop of Winchester Academy will do the following:

- i. Explicitly state the Academy's high standards for behaviour in the behaviour policy; 'Code of Conduct'; 'Academy/Home Partnership Agreement'; and the 'Wave Strategy System'.
- ii. Apply rules that are reasonable and enforceable.
- iii. Involve governors, staff, students and parents/guardians/carers in drawing up and reviewing the behaviour policy and related guidance.
- iv. Collaborate with the Local Authority and other outside agencies to share good practice

7 Rewards

- 7.1 Rewards are seen as the most effective means of reinforcing and promoting positive behaviour and can be used to influence change of attitudes and behaviours. Rewards are used to recognise effort and improvements in:
- i. Classroom behaviour
 - ii. Out of class behaviour
 - iii. Attendance
 - iv. Punctuality
 - v. Community participation
 - vi. Extra-curricular activities
 - vii. Attainment
 - viii. Uniform
 - ix. Student Diaries
 - x. Independent Learning
 - xi. Peer support relationships

8 Sanctions

- 8.1 When necessary, sanctions are used sparingly and fairly. There is an explicit scale of typical behaviours/actions/sanctions described on the 'Behaviour for Learning Booklet' ranging from discussion with student to a Head of Year report. Parents may be involved in supporting school actions if the behaviour is persistent or of a particular concern.
- 8.2 Our evidence shows that sanctions are most effective when consistently applied and dealt with on the spot by the member of staff concerned. Our operational procedures encourage this to happen. We monitor the use of reward and sanctions in order to achieve a balanced approach.

9 Support

Supporting students whose misbehaviour reflects significant learning or personal problems

- 9.1 In addition to the support available from classroom teachers, Mentors and Heads of Year, the Academy has a range of strategies for early intervention and support for identified students. These include:
- i. Progress Reports
 - ii. Academic Coaches for Year 11 students at risk of not making 3 levels of progress or on the D/C borderline
 - iii. Programme of Short Courses on SEBS eg. Anger Management and Social Use of Language Programme
 - iv. Alternative Educational Arrangements
 - v. Student Guidance by referral in the Chapel and Well-Being Suite
 - vi. Personalised learning

- vii. Personalised timetable intervention
- viii. Pastoral Support Plans and Individual Support Plans
- ix. In-class support from Learning Support Assistants
- x. Wave Behaviour Monitoring by the Subject Teacher, Mentor or Head of Year including early contact with parents/ carers
- xi. Parenting Contracts
- xii. Academy/Home Partnership Policy
- xiii. Resident, full-time Academy Chaplain (ordained vicar)
- xiv. (On-site) Connexions Service
- xv. (On-site) Full-time Education Social Worker (ESW)
- xvi. SEN Plan & other Consultation with Outside Agencies eg Educational Psychology Service
- xvii. Internal Exclusion room
- xviii. Reintegration Meetings following an Internal Exclusion
- xix. Student Inclusion meetings
- xx. Case Conferences
- xxi. Statutory Review Meetings
- xxii. Access to Multi- Agency Referral Network

Support and training for staff

9.2 All staff receive initial training for behaviour management as part of the Academy induction procedures. However, where student behaviour is challenging, the following support and training is available for staff:

- i. Peer observation and coaching
- ii. Training by the Academy Leadership Team on expectations, standards and Academy procedures
- iii. Deployment of Learning Support Assistants in the lesson as identified on the lesson plan
- iv. Assistant Vice Principal Curriculum
- v. Liaison with the Mentor or Head of Year where appropriate
- vi. Student referrals to the Head of Year and/or the SENCO
- vii. Behaviour Management drop-in for staff
- viii. The Academy's 'Behaviour for Learning Systems'
- ix. Tailored training for the SEN staff by the Educational Psychologist
- x. Well-Being support and counselling service
- xi. Weekly Teaching & Learning conferences available for all staff covering all key areas of classroom practice

Support for parents

9.3 All parents are encouraged to contact the Academy if they have concerns. In addition the Academy provides:

- i. Academy/Home Partnership Agreement'
- ii. Progress Reports
- iii. Meetings with teachers, Mentors or Head of Year on request
- iv. On-site ESW contact
- v. Parenting Contracts
- vi. Supporting links to other agencies e.g. Parent link
- vii. Reintegration Meetings following Internal Exclusions
- viii. Inclusion Meetings with the Academy Leadership Team e.g. for attendance issues
- ix. TAC meetings
- x. Governing Body Disciplinary Panel for Fixed Term Exclusions

10 Resources to improve behaviour

- i. Classroom Learning Support Assistants
- ii. Student Well-Being and the Chapel
- iii. Student Desk
- iv. Rewards, House Point system, Credit system in KS5
- v. Learning app's
- vi. Reward Assemblies
- vii. Key Stage Reward trips for being on target for making or exceeding expected levels of progress
- viii. Motivational and Inspirational displays
- ix. Social areas such as the Bistro and Hungry Bishop Canteen
- x. Activities, Clubs and Extended Services e.g. Breakfast Club
- xi. Personalised Learning in 'Enlightenment' and Work Related Learning (WRL) packages

11 Consultation for policy review

- i. The Department for Education Behaviour and discipline in schools Guidance for governing bodies has been used to support this document.
- ii. Behaviour/ Attendance/ SEN Inclusion team
- iii. Working Parties put together throughout the Academic year
- iv. Heads of Year devise and review operational systems
- v. Student Surveys

12 Policy review

- 12.1 This policy will be reviewed annually by the Academy Leadership team as part of the Academy annual review process.
- 12.2 This policy will be reviewed and submitted to the Governing Body. This will allow Governors to assess its implementation and effectiveness.
- 12.3 This policy will be actively promoted and implemented throughout the Academy.

Appendix: Please see the Behaviour for Learning Booklet for the main Academy (KS3 & 4) and the 6th Form Behaviour for Learning Booklet, both are available for parents on request and for staff on Q drive (link: Q:\Staff\Staff Curriculum\Inclusion\Policy documents).