

Jewellery Quarter Academy Behaviour Policy

Introduction:

Student behaviour and success in learning are inextricably linked. Jewellery Quarter Academy Behaviour Policy reflects this by working to focus on the encouragement of student attitudes and behaviours which lead to the creation and maintenance of a safe and supportive climate for learning, underpinned by:

- High quality teaching
- A stimulating learning environment
- Effective rewards and sanctions

Good learning and behaviour stem from quality teaching and effective management of the teaching space. Good behaviour leads to good learning while poor behaviour leads to disrupted and low quality learning.

Inherent in this policy are the following principles of good management of the teaching space:

1. Learning is structured and organised in such a way that high expectations of behaviour and attitude are set and are made clear.
2. A positive climate for learning is established through the use of routines, rules, sanctions (appendix 2) and rewards (appendix 1).
3. Students are engaged in learning through the use of a range of techniques and strategies.
4. Teachers display the high value in which they hold education through their own professional and positive attitudes to students. This can be clearly seen in the way that they model the language of mutual respect, their avoidance of over reaction and confrontation and their capacity to adopt a problem solving attitude to issues in the classroom.

The principles underpinning the Behaviour Policy:

Learning is the core purpose of Jewellery Quarter Academy. Good behaviour and attendance make effective teaching and learning possible. Poor behaviour and attendance disrupt this process. People learn most effectively when they feel safe and secure. It is essential that everyone knows what to expect from all members of the Jewellery Quarter Academy Community, and that everyone strives to meet these expectations.

These expectations are: -

- All students have a right to learn in a secure, calm and ordered environment and to achieve their full potential.
- All members of staff have a right to carry out their duties in a positive and respectful environment.
- Each member of the Jewellery Quarter Academy community is responsible for his or her actions and behaviour, and must accept the consequences of those actions.
- We value difference. All members of the Jewellery Quarter Academy community are to be respected.
- We will challenge and deal with poor behaviour in a just, fair and a consistent manner.
- Parents, students and the academy share jointly the responsibility for ensuring that students develop self-discipline, resilience and understand their responsibilities.
- We will develop a pro-active response to behaviour management that encourages, recognises and rewards good behaviour and improving poor behaviour.

Objectives:

- To foster a culture in which praise and rewards are used more widely across the academy.
- To recognise and reward positive behaviour and endeavour that supports learning both in and out of the academy.
- To provide a clear system of rewards that is valued by all members of the Jewellery Quarter Academy community and consistently applied by all adults
- To encourage and educate pupils to understand and accept that they are responsible for, and accountable for, their own behaviours
- To ensure that learning can occur in a calm and purposeful environment where students feel safe.
- To ensure that appropriate consequences are applied consistently and that systems are adhered to by all staff so that expectations are clear to all students.

Parental Role in Behaviour Management

Your role in behaviour management is summarised in the whole school agreement you signed when your child joined the school. To remind you, the pertinent section is reproduced below:

Home School Partnership Agreements

At Jewellery Quarter Academy we want to work with students, parents, staff and governors to create a school environment that ensures teaching and learning is of the highest quality, where students enjoy the classroom experience and feel intellectually challenged and stimulated. We believe in the importance of equipping students with the values and skills that will help their development and learning for life. We want to build self esteem and confidence and create opportunities where students, parents and staff know that they are

valued. We are convinced that this can happen when parents, students and staff agree to work together in partnership.

This Home School Agreement is an agreement to work together.

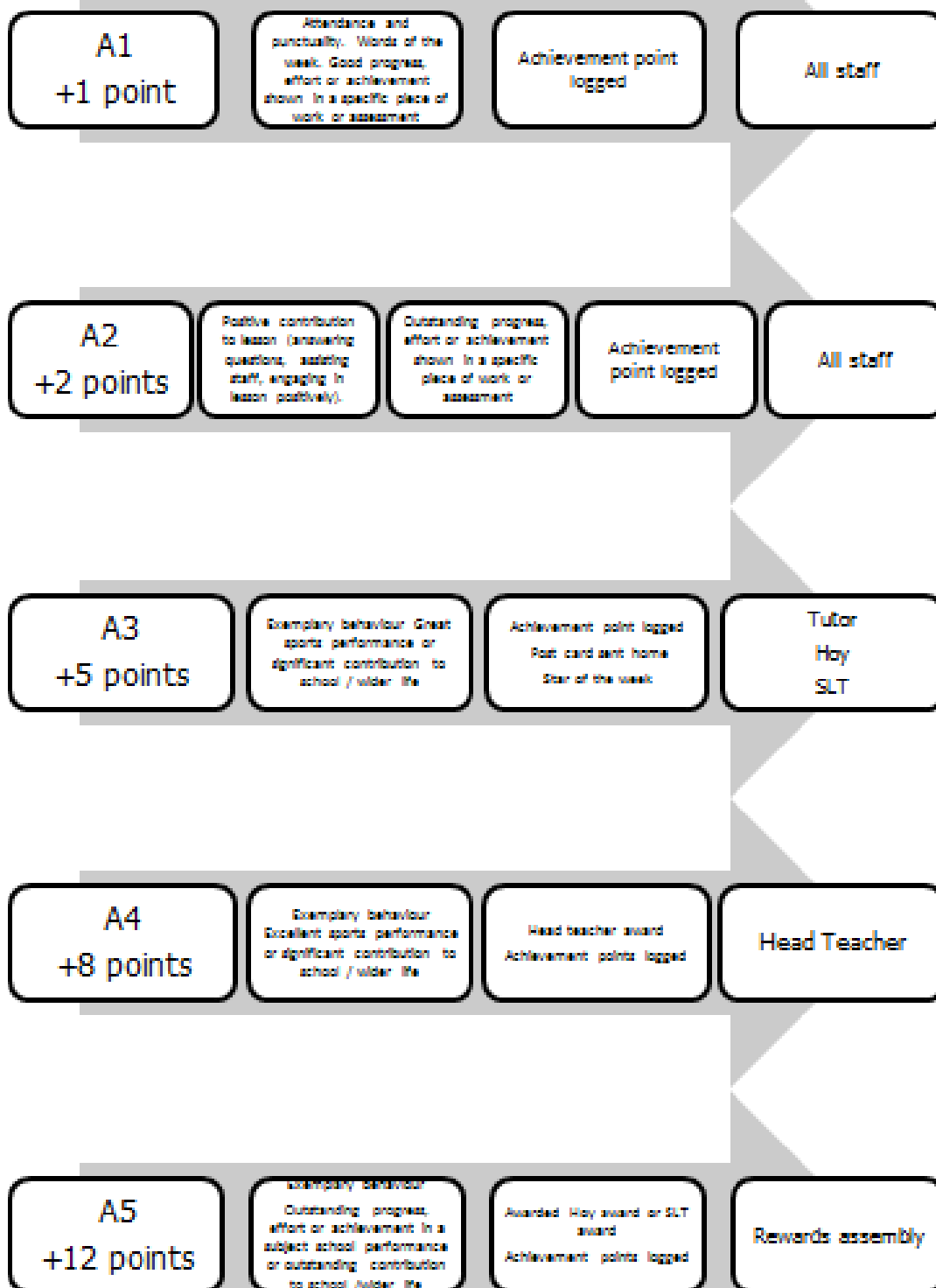
Agreement

The Parents

I / We shall aim to:-

- Ensure my child attends school regularly, on time, properly equipped and in full school uniform.
- Make the school aware of any concerns which might affect my child's education and welfare.
- Support the school's policies and guidelines for behaviour.
- Attend parents' evenings and discussions about my child's progress.
- Become involved with my child's life in school by supporting him/her in areas such as positive behaviour, homework tasks, talking about the school day and signing my child's passport.

Parent Signature(s) _____



	BEHAVIOUR	CONSEQUENCE	ACTIONED BY
C1 - 1 Point	<ul style="list-style-type: none"> •Low Level Disruption, includes talking, unfocused, shouting out. 	<p>Written warning</p> <p>[Log on progressso]</p>	All Staff
C2 - 2 Points	<ul style="list-style-type: none"> •Repetition of any C1 behaviour •Chewing/ Eating •Lack of equipment •Littering 	<p>10 minute break or lunch time detention with teacher</p> <p>[Log on progressso]</p>	All Staff
C3 - 3 Points	<ul style="list-style-type: none"> •Failure to attend C2 Detention •Repetition of C2 behaviour •Mobile phone out in lesson* 	<p>30 minute afterschool detention *phone call home, and parent to collect mobile</p> <p>[Log on progressso, automatic text will be sent home]</p>	All Staff
C4 - 4 Points	<ul style="list-style-type: none"> •Failure to attend C3 detention •Repetition of C3 behaviour (continual disruption) •Rudeness/ Inappropriate behaviour to staff or fellow student •Abuse of school environment •Forgotten homework and PE kit 	<p>1 Hour afterschool detention</p> <p>[Log on progressso, automatic text will be sent home and phone call home at the discretion of the teacher]</p>	All Staff HoY/ HoD to ensure drop in to detention
C5 - 5 Points	<ul style="list-style-type: none"> • Failure to attend C4 detention • More than three C3/C4s in one week 	<p>1 Hour Friday night HoY/ SLT Detention</p> <p>[Log on progressso, automatic text will be sent home and phone call home]</p>	HoY HoD SLT
C6 - 6 Points	<ul style="list-style-type: none"> •Failure to attend a any detention twice •Inappropriate behaviour during detention •Fighting/ Dangerous behaviour •Graffiti/ damage to the school property •Bullying •Smoking/ or suspicion of smoking •Refusal to follow instructions 	<p>Fixed term Seclusion</p> <p>[Log on progressso, phone call home and parental meeting with SLT/ HoY/ HoD]</p>	HoY SLT
C7 - 7 Points	<ul style="list-style-type: none"> •A serious violation of the schools behaviour policy •Bringing 'prohibited items' into school. 	<p>Fixed term Exclusion</p> <p>[Log on progressso, phone call home and parental meeting with SLT/ HoY]</p>	SLT