



Olive AP Academy
HAVING

Olive Academies

Behaviour for Successful Learning Policy

Olive AP Academy – Having

Date reviewed: Jan 2017

Date of next review: Jan 2018

1 Values and beliefs

The Olive Academies Multi Academy Trust (MAT) board and the Local Governing Body (LGB) are committed to creating an environment where the learning, social and personal needs of its pupils are addressed and where they are helped to achieve in an atmosphere of safety and mutual respect. By removing barriers to learning we aim to support transfer back into mainstream education, further education or the world of work.

The values of Olive Academies (OA) are:

- CONVICTION - Everyone has the capacity to reach their potential.
- DETERMINATION - Not giving up on those who have not experienced success
- AMBITION - All challenges can be overcome and education is an important lifelong journey
- REFLECTION - Learning from experiences and developing a capacity to improve further

2 Ethos

At Olive Academies, we aim to provide all pupils with the best possible standards of education. We want our academies to be the place where our young people can thrive, learn and achieve their best. We offer flexible, personalised programmes and a wide range of positive experiences, so that young people can develop the confidence to believe in themselves and make positive choices for their futures.

At the Olive AP Academy – Havering (OA-Hv) we believe all of our learners can do well. We support success by encouraging our young people to ‘be Olive’. Learners are positively encouraged to be prepared to learn, be respectful and be safe. Staff are required to refer to the ‘be Olive’ standards at all times when discussing positive and negative behaviours with students – these are outlined below and repeated in Appendix A:

‘be Olive’

be prepared to learn	be respectful	be safe
Be on time.	Listen to others and expect to be listened to	Being in the right place at the right time.
Try your very best in lessons.	Respect the school environment	Follow health and safety rules during lessons and breaks.
Ask for help if you need it.	Look after others in our school community.	Look after buildings and displays.
Dress in full school uniform.	Using appropriate Language	Keep hands, feet, objects and personal comments to yourself
Hand in mobile phones		

Policy and procedures

3 Purpose

The purpose of this policy is to provide a simple and practical code of conduct for staff, learners, parents / carers and all stakeholders which;

- defines the roles and responsibilities of all stakeholders
- provides strategies and guidance for positive reinforcement
- allows behaviour to be taught through positive interventions
- promotes self esteem and self discipline
- clearly defines expectations and details processes for upholding these expectations
- sets out how the academy addresses some specific incidents of misconduct

4 Aims

The aim of this policy is to provide a well-managed, calm, happy and safe environment for effective teaching and learning. It also aims to promote consistency and continuity in matters of classroom practice, general good behaviour around the school site and to provide a sound foundation for the school's efforts to raise student achievement.

5 Responsibilities of staff

It is the responsibility of all staff to act as positive role models for the young people they work with. More specifically, they should:

- help ensure that all students, regardless of race, class, gender, sexuality or special educational needs, are entitled to fair and consistent treatment, which promotes positive attitudes and behaviour
- encourage students to reflect on their own behaviour and the ways in which it helps or hinders their own development as responsible individuals and community members and as effective learners
- set high standards and clear, consistent expectations, following the whole school guidelines on 'be Olive'
- collect students from communal areas before lessons and dismiss students at the ends of lessons and ensure that students arrive and leave in a calm and orderly way
- expect a high standard of work and behaviour and to be fair and consistent with all student behaviour
- strive to create a calm, happy and safe classroom environment for effective teaching and learning, providing clear and regular feedback to students, endorsing appropriate behaviour through the '**be Olive**' points system
- follow the **behaviour policy** and procedures when the behaviour of students is inappropriate

To support staff in using the 'be Olive' ethos, one teaching aid is to be used in lessons. The poster is designed to recognise positive behaviours but also remind students of their responsibilities. Rewards and sanctions and the "5P Process forms" are attached to these teaching aids (Appendix B, C & D).

The classroom teacher

Style, pace and relevance of work are key elements in encouraging good behaviour and it is often useful to review the curriculum and to discuss teaching and learning strategies with colleagues when there are concerns about students' behaviour in lessons.

Specific responses within the classroom:

- using the 'be Olive' language, triangle and traffic light teaching aids when dealing with classroom behaviour
- using all prior data and information to ensure teaching is individualised
- reporting all behaviours both positive and negative in the academies school information system
- changing the seating arrangements
- taking the student outside to give them space to 'cool down' and to speak to him/her in private

Removal from the classroom should not be used as a sanction in itself; students should not be 'left' outside for more than a few minutes and ***never put outside with other students.***

The tutor

The tutor has a key role in that they have oversight of the student's progress, attendance and behaviour patterns. It is important that this knowledge is drawn on and that the tutor retains a central role in any contact with parents. The tutor then may employ one of the strategies below:

- gather information from other subject teachers
- set the student targets which are then reviewed
- contact the student's parents
- refer the issue to the Assistant Headteacher (AHT) responsible for personal development, behaviour and welfare (PDBW) in the academy

6 Strategies for positive behaviour management

All staff should follow the 'be Olive' expectations when working with students within the academy. Listed below are some simple techniques staff could employ when dealing with challenging behaviour.

- **Rule reminders** - refer to the Learning Contract which all students and parents signed on admission.
- **Tactical ignoring** (where appropriate) of secondary behaviours – e.g., when students attempt to divert your attention away from the primary concern with: "But we were only talking", "Other people let us!". Non-verbal secondaries include sighing, tutting, flouncing etc.
- **Blocking** - repeat the direction whilst ignoring the student's attempt to draw you into secondary behaviour. You can accompany it with an outstretched arm and an open palm.
- **Partial agreement** - use 'and' as a useful way of deflecting secondary behaviours and demonstrating assertiveness. It is much less negative than 'but'.

"Other teachers always let us...."

“Maybe they do. And in this class the rule is clear Thanks.”

- **Non-verbal directions and body language** - when aiming for minimum disruption, signals for, ‘four on the floor’, ‘turn the volume down’ ‘return to work’ etc. are very useful. Our body language should also match the message we wish to convey. Stance and gestures should be assertive and non-confrontational.
- **Take-up time** - use this in most if not all corrective situations. Used well, you convey your expectations and confidence, whilst allowing the students face-saving time to comply with your directions. Brief eye contact during direction; drop eye contact and continue with previous activity.
- **Tactical pause** - a pause after the student’s name when you are asking for their attention gives them some time to ‘process’ and is also an assertive strategy that demonstrates strength. “Steven... (pause) Steven..... looking this way and listening, thanks,” then turn away and give some take-up time.
- **Simple Choice (make consequences clear)** - We aim to make students responsible for their own behaviour. Therefore, when they behave disruptively or refuse to follow instructions, they are making a choice. Offer the choice and consequence explicitly.

“Sarah, the instruction was. If you choose not to then.....”

- **When / then and the broken record** - “When you have Then you can “The broken record technique involves repetition of the instruction.
- **Modelling** - You model the respect, consideration and interest in others that you would like your students to demonstrate. Model tone of voice, acceptable ways of attracting attention, assertive not aggressive body language and speech etc.
- **Diversions and distractions** - a range of ways to remove or reduce the “audience effect” is correcting students without the risk of escalation. The strategies can range from simply moving near to the student to ask “How’s it going?”, through drawing their attention to something specific but unrelated to the behaviour, to calling the students away from the potential audience.
- Direct student to work aside from peers (in the room)
- Cool-off time
- Exit / time out

7 Perfect Transition: Academy & Home Agreement; 5P Approach and CISS

As part of Olive AP Academy-Havering’s Perfect Transition in and out of the Academy, all parents, carers and pupils sign an agreement setting out basic expectations of attendance, punctuality, participation, agreeing to comply with the “be Olive” values, and positive communications.

We also have build in to our transition arrangements the “5P Approach” being adopted by LB Havering schools, the following process is designed to support improved behaviour management techniques for all pupils, but especially for SEND Pupils:

- During the Perfect Transition all pupils have a 5P Profile started;
- Where concerns are raised, behaviours are identified and prioritised at a debriefing;

- Following this a 5P Triggers/Behaviours/Strategies form is completed and shared with all staff, and forms part of the Perfect Transition Document to schools.

The Academy expects that schools taking a place at the Academy provide an abridged Academy Coping In Schools Survey report. This forms the basis of our baseline assessments, and a measure of the progress of pupils and the impact of our work in preparing pupils for the next step in their education.

8 Rewards

Students can collect points from members of staff at the academy. Pupils can collect points based on good behaviour choices, meeting personal and behaviour targets and their positive contribution to school life.

- a) **Our enriched curriculum** offer provides opportunities for pupils to receive positive affirmation of achievements and encourages an enjoyment of their learning. Academic achievement, enterprise, cultural enrichments and an engaging and exciting curriculum are key to our rewards and sanctions programme.
- b) **Enrichment activities** include: (See Appendix E)
 - Access to Breakfast Club activities
 - Break time activities
 - Lunchtime activities
 - Enrichment activities weekly
 - Trips, “Academy Days”, residentials and visiting experts
 - “Personal Pupil Profits” as part of our enterprise culture

The Academy is judicious in considering where an enrichment activity may be withdrawn as part of our sanctions.

- c) **Learning Points** will be recorded on Arbor by the key Professional in each session. During Tutor Time, Tutors will share with pupils a summary of their positive behaviour achievements and attendance.

Tutor rooms will display points awarded by pupils on the Tutor Board. Additionally, this will be shared with carers/parents through half termly reports and certificates.

- **3 points** = consistently good work and engagement
- **2 points** = attempts at good work, and self-managed behaviour
- **1 point** = corrected behaviour enables some work of an appropriate level
- **0 points** = insufficient work of an appropriate level

A total of 18 points can be rewarded during lessons. If pupils score below 6 points they will be discussed at Debriefing.

Pupils on AP and Work Placements will default to 12 points per day unless reports indicate less than this.

Pupils who score over 60 points in a week will be rewarded with an Academy Award and certificate in Assembly. This will be tallied during Friday morning for presentation the following week. Academy Awards will include an appropriate monetary token.

- d) Olive Awards - Pupils will receive half termly Olive Awards in the following categories:
- Subject awards
 - Tutor Awards
 - Headteacher Awards
 - There will be separate awards for Most Improved Attendance over a half term period.

9 Sanctions - including On Call, Incident Reports, Reflection and Reconciliation, Green/Amber/Red Reports

Where it is felt that the conduct of a student is slowing learning, for themselves or others, the member of staff who witnesses this should initially address the matter directly with the pupil using appropriate set out in (6) above.

Should behaviours continue to prevent learning and all options in class have been exhausted, On Call should be notified.

a) On call

There is always a member of staff on call, with a weekly rota in place. They are expected to be a visible presence whilst on call. Their role at this time is to support pupils with their movement around the building and to be alert to any staff that may need support with specific pupil/s. They may wish to use the learning support team to help resolve issues that may arise / to ensure students are on task whilst issues are being investigated. This member of staff can call for support from the learning mentor if they feel unable to resolve the situation without further assistance. It is the responsibility of the key Professional referring to On Call to record details of incidents of misconduct onto Arbor to inform discussions around whole school policy and intervention.

b) Incident Reports

Following On Call an incident should be recorded using Arbor, and appropriate comments and escalations recorded. A reconciliation meeting will be arranged for the need of that academy day during Extended Tutor Time. Debriefing time should be used to explore options following any incident report.

During reflection time (suggested length 10 mins) students may be asked to reflect in silence, they may be asked to enter into a reflective conversation or complete a reflection sheet as deemed appropriate by the member of staff involved.

c) Green, Amber and Red Report Cards

Should a pupil achieve fewer than 30 points in any week Tutors will review whether pupils should be placed on “Green Card” Tutor Report. This will be issued and monitored by the Tutor and, in addition to Arbor points, teachers will record achievement points directly to the Green Card. On Report Cards pupils have targets for behaviour improvement written on the front of the card, and a points target of 60 for the following 5 days. On review, after 5 days, a second week on Green Card can be required, with the same targets set.

Should targets not be achieved after two Green Cards, pupils will be placed upon “Amber Card”, with a target of 60 points for 5 days. This Amber Card will be monitored by the Interventions Learning Mentors, and appropriate support and counselling will be provided to support the pupil’s behaviour needs. Learning Mentors can default 2 points per session of counselling as required.

Amber Cards can also be used where serious or persistent breaches of the Academy Code of Conduct: smoking, use of restricted items including phones, serious Incident Reports.

Should a pupil fail to achieve the minimum points required within 10 days, a Red Card will be issued, monitored by a member of the Leadership Team. The same process applies, and additional support from the Learning Mentor Team and other strategies employed to support the pupil’s behaviour needs.

d) Parents will be notified when a pupil is placed upon a Red Card.

Should a pupil fail to achieve set targets following two weeks on Red Card the evidence of unacceptable behaviour demonstrated by escalating Report Cards may inform further action and intervention.

Pupils are not required to move “down” the Report Card system when they are successful in achieving targets, reviewed on a case by case basis.

10 Fixed Term Exclusion

External exclusion is a sanction used following serious incidents or when all other interventions have been exhausted. The decision to exclude rests with the headteacher in consultation with Leadership Team. Exclusion may be considered for the following circumstances, as defined by the DfE:

Physical assault against an adult or student which may include:

- fighting
- violent behaviour
- wounding
- obstruction and jostling

Verbal abuse/threatening behaviour against an adult or student which may include:

- threatened violence
- aggressive behaviour
- swearing
- homophobic abuse and harassment
- verbal intimidation
- carrying an offensive weapon

Bullying which includes:

- verbal
- physical
- homophobic bullying
- racist bullying
- virtual/cyber

Racist abuse which includes:

- racist taunting and harassment
- derogatory racist statement
- swearing that can be attributed to racist characteristics
- racist bullying
- racist graffiti

Sexual misconduct which includes:

- sexual abuse
- sexual assault
- sexual harassment
- lewd behaviour
- sexual bullying
- sexual graffiti

Drug and alcohol related incidents which include:

- possession of illegal drugs
- inappropriate use of prescribed drugs
- drug dealing
- smoking
- alcohol abuse
- substance abuse
- use of 'legal highs'

Damage which includes damage to school or personal property belonging to any member of the school community through:

- vandalism
- arson
- graffiti

Theft including:

- stealing school property
- stealing personal property (student or adult)
- stealing from local shops or on a school outing

Persistent disruptive behaviour including:

- challenging behaviour
- disobedience
- persistent violation of school rules

11 Interventions Team

The Interventions Team of learning mentors can be referred to through the On Call process. The learning mentor will decide on how best to use space at any given time. Examples of what might be appropriate interventions include:

- keeping students on task if they cannot be in the classroom for any reason
- a brief time-out for a student
- a learning conversation
- a student who wants to report a concern
- a mediation or restorative approach meeting

12 Criminal activity

If a student commits a criminal act that we become aware of we do not hesitate to involve the police. We regard this as part of the process through which they learn about the boundaries of acceptable and respectful behaviour both inside and outside the school.

13 Physical restraint

Please refer to separate physical restraint guidance

14 Monitoring and Evaluation

The OA MAT board is accountable for the outcomes of pupils within its academies and as such will be provided with regular information about the implementation of this policy and how it is working in practice. The LGB for each academy will also receive regular reports on behaviour and how this is impacting on learning. The policy itself will be reviewed on an annual basis and academy leaders will discuss what needs to be done when incidents are reported or when patterns become apparent.

Regular reviews of training related to supporting behaviour for successful learning will be carried out with current and new staff being provided training on an ongoing basis.

15 Links to other policies

- Anti-Bullying Policy
- Complaints policy
- Safeguarding and child protection policies
- Confidentiality Policy

- e-Safety (Online Safety) and Acceptable Use Policies (AUPs)
- Curriculum Policies such as PSHE and SRE
- Mobile phone and social media policies

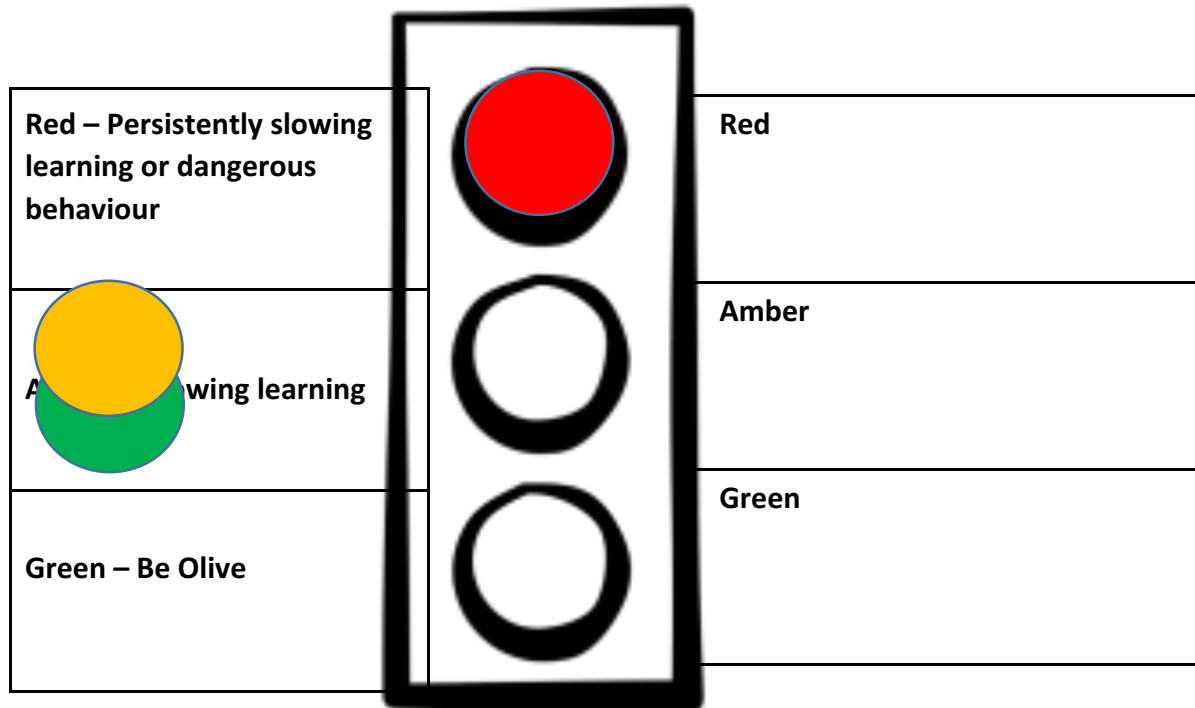
Appendix A

'be Olive'

be prepared to learn	be respectful	be safe
Be on time.	Listen to others and expect to be listened to	Being in the right place at the right time.
Try your very best in lessons.	Respect the school environment	Follow health and safety rules during lessons and breaks.
Ask for help if you need it.	Look after others in our school community.	Look after buildings and displays.
Dress in full school uniform.	Using appropriate Language	Keep hands, feet, objects and personal comments to yourself
Hand in mobile phones		

Appendix B

Be Olive Teaching Poster



Appendix C: Report Card

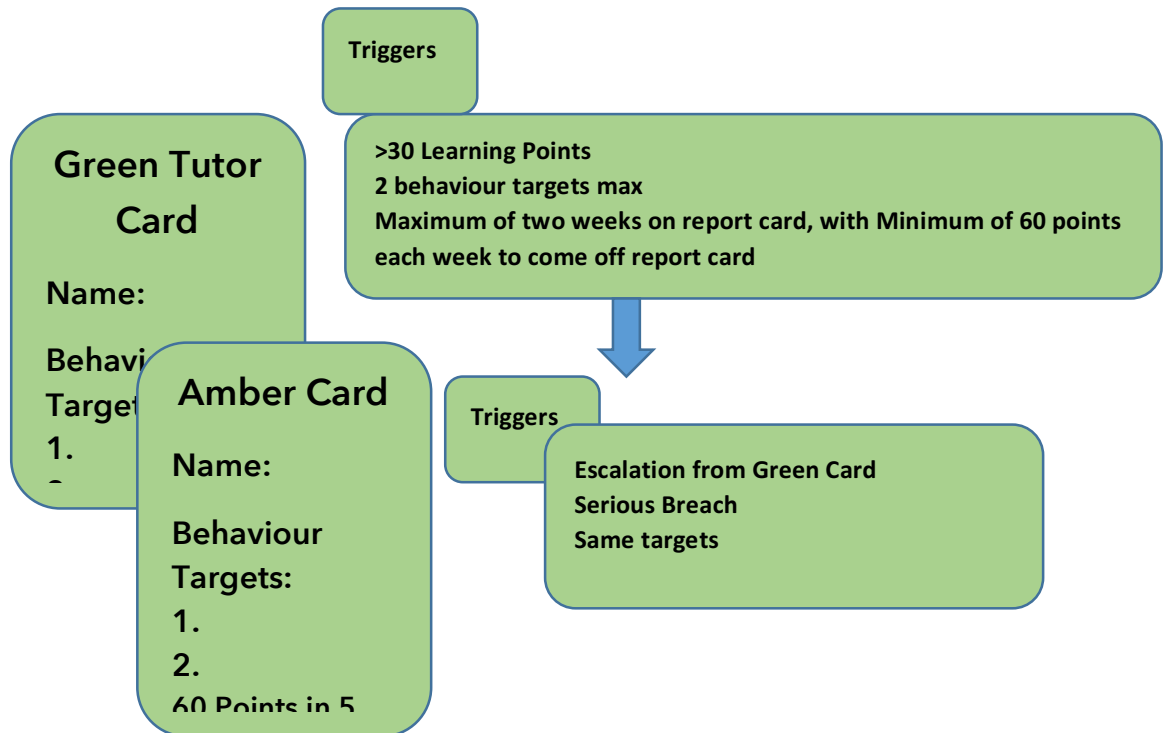


Day/date	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Total	Signed
1								
2								
3								
4								
5								

Staff Comments

"be Olive"
Be Prepared to Learn
Be Respectful
Be Safe

Green Tutor Card
Name:
Behaviour Targets:
 1.
 2.
60 Points in 5 days



Appendix D 5P Approach

1. 5P Profile (Perfect Transition initially, and revisited)



5P Profile (grid form)

NAME:

Dob/Class:



Date completed:

Completed by:

Review date:

<u>Likes, interests and strengths</u>	<u>Communication</u>	<u>Learning style</u>
<u>Dislikes, fears and worries</u>	<u>Sensory</u>	<u>Difficulties and weaknesses</u>

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2. 5P Sorting Sheet (On referral to extended Debriefing)

The 5P Approach Priority sorting sheet

Name:

Completed by:

Date:

Sort identified behaviours into priority categories below
(small post-it notes are ideal for this!)

Red Level

- requires immediate action



Amber Level

- needs addressing but can be diverted or distracted

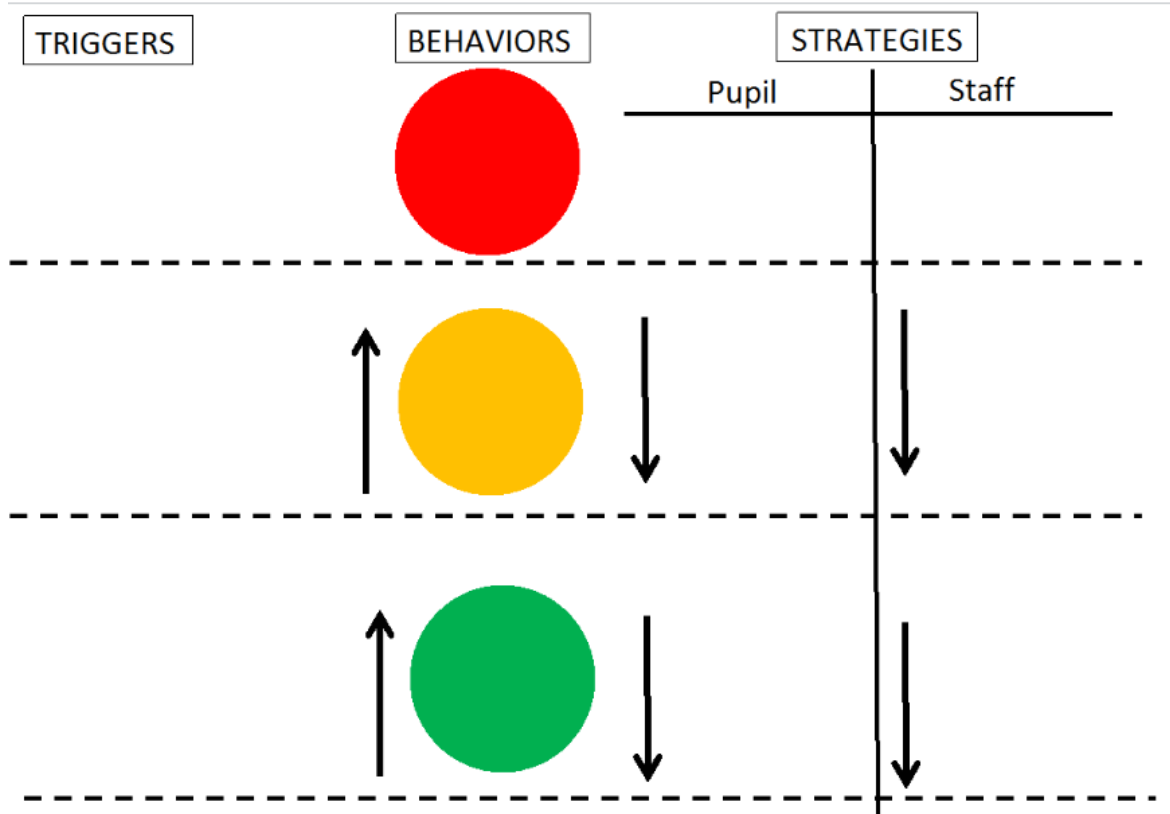


Green Level 1

I can deal with this using everyday Green Zone strategies



3. 5P Strategies (at Extended Debriefing)



Appendix E - Enrichment activities

Activity	Description	Lead	Costs
Access to Breakfast Club activities	<ul style="list-style-type: none"> • 8.30-8.45am • Refreshments • BBC News • Book Boxes • Daily Starter Work (with rewards) • Gym 	KS3: KS4:	
Break time activities	<ul style="list-style-type: none"> • Table Tennis • Pool Table • MUGA Activities • Refreshments • Sensory Room • Classroom Set-Up 		
Lunchtime activities	<ul style="list-style-type: none"> • Table Tennis • Pool Table • MUGA Activities • Refreshments • Sensory Room • Classroom Set-Up • AudioVisuals • Gym 		
Enrichment activities weekly	<ul style="list-style-type: none"> • AP • Gardening • Social Enterprise • Sports Active • Adventure Ed 		
Trips, “Academy Days”, residentials and visiting experts	<ul style="list-style-type: none"> • Curriculum Trips • Academy Day calendar • Careers Academy • CEIG • Enterprise Mentoring 		
“Personal Pupil Profits” as part of our enterprise culture	<ul style="list-style-type: none"> • Family Time • Pass Time (2.15pm) • Coding & Gaming 		