

Italia Academy of Theatre Arts

Behaviour Management Policy

OVERVIEW

At Italia Conti, we believe that teaching and learning is most effective and beneficial when there is a calm, happy and safe environment. The Behaviour Management Policy has been introduced to support learning and promote and reward achievement. The purpose of this policy is to ensure that when behaviour problems occur, all staff, pupils and parents have a clear understanding of the procedures and sanctions that will ensue to deal with negative behaviour.

AIMS

- To promote positive behaviour throughout our community.
- To establish clear guidelines of behaviour with appropriate rewards and sanctions which are clearly understood
- To promote the concept that all pupils are individuals whose needs must be considered at all stages
- To promote the concept that all individuals have responsibilities to others within the School community
- To promote an understanding of why pupils misbehave and therefore how they can be encouraged to adapt their behaviour.
- To encourage and enable all staff to resolve behavioural problems should they occur
- To promote the concept that the best learning opportunities occur in a positive and structured environment.
- To ensure that all students respect each and every member of our community (as outlined in our Mission Statement).
- To ensure that bullying in any form is unacceptable and will always be taken seriously.

OBJECTIVES

- There is a clear understanding that everyone in the school has the right to be able to fulfil their potential and everyone has the responsibility to allow them to do so. We aim to recognise every individual as a unique member of Italia Conti and respect the human dignity of all members of our community. Bullying in any form is unacceptable and will always be taken seriously (please refer to our Anti-Bullying Policy). We aim to create a learning environment that is characterised by; respect, responsibility and co-operation.

Respect yourself and other people in the school, and the environment.

Responsibility and Co-operation

Take responsibility for your own actions, your belongings and your surroundings. Co-operate by learning to work with others, being part of a team and reaching your full potential.

There can be many factors which influence pupil behaviour, some within the School environment and some from outside. They include:

Inappropriate curriculum - Medical problems

Inappropriate teaching styles - Boredom

Lack of motivation - Feelings of alienation

Problems with peers - Anxiety

Problems at home - Family relationships

Low self-esteem

Bullying (please see Anti- Bullying Policy)

As a consequence, the behaviour policy promotes a consideration of the cause as well as the effect of poor behaviour.

Promoting Positive Behaviour

There are many ways of trying to promote good behaviour. The underlying principles are:

- Italia Conti's ethos, values, mission statements and aims.
- Consistency among staff in implementing school policies and when dealing with individual pupils.
- Mutual respect through good relationships between pupils and staff.

Ways of encouraging positive behaviour include:

- Understanding that pupils are individuals.
- Ensuring the curriculum is appropriate for each individual pupil.
- Using a variety of teaching styles.
- Recognising achievement, regular use of praise.
- Anti Bullying Policy

We promote positive behaviour explicitly through:

- Tutorial programme.
- Academic tutoring/mentoring.
- Assemblies
- Reward system.
- Setting expectations and rules with pupils; for classrooms, around school and in the community.
- Use of pupil homework planners.
- Discussion with pupils, individuals and groups.
- Leading by example.
- Challenging anti-social behaviour consistently.
- Sharing expectations and rules displayed in the Staff Handbook.

We ensure positive behaviour by strategies including:

- Promoting expectations and rules clearly, publicising them and reviewing them as appropriate.
- High quality of teaching and learning.
- Helping pupils to modify inappropriate behaviour through pastoral support and social inclusion.
- Following agreed procedures - being consistent.
- Promoting the role of the Tutor.
- Assessment for learning
- Sharing responsibility for behaviour around the school.
- Induction of new staff and supply staff.
- Supporting colleagues.

Rewards

Italia Conti is committed to promoting, celebrating and rewarding achievement. We recognise that our pupils possess a range of talents and abilities. We are therefore committed to recognising and rewarding effort and achievement at all levels.

At Italia Conti we reward pupils on both an individual level and as members of groups. There are many ways in which pupils are rewarded, e.g.

- Staff praise in homework planners and books
- Merits and Awards
- Individual certificates
- Written communication - letters to pupils and/or parents
- Recognition of outstanding achievements
- Visits and trips
- Article in the termly Newsletter

The best way of rewarding a pupil is praise. Praise is the most effective way of influencing good behaviour and motivating pupils to meet the schools expectations.

Individual Merits

These will be given for particularly good work, or for putting in a lot of effort, maintaining a high standard of work, or for being especially helpful.

Awards are mentioned in Assembly and highlighted on the school notice board each week. Merit slips are accumulated over the year in for work/behaviour/attitude. The highest awarded pupil in each year receives a reward at Prize Giving.

Merit badges and certificates for pupils are awarded and mentioned in the newsletter and in Achievement assembly.

Inclusion

As an integral part of Italia Conti's behaviour management strategy, additional support for pupils may be provided by in house specialists, mentors and the Head Teacher.

In Class Support/ Individual Support

In-class support can be arranged for pupils in subjects where they experience particular difficulties. Support for pupils with emotional and/or behavioural difficulties may be offered by a SpLD specialist, and strategies will be discussed with the class teacher. Occasionally, pupils may be withdrawn from class on a rotation basis. Head Teacher/SpLD specialist will then review their progress and set future targets for achievement. The SpLD specialist liaises with parents and staff as necessary, especially if there is a clear need for additional support. (Please see the SEND policy).

Welfare Support/Safeguarding Lead

Another option for pupils experiencing difficulties is to liaise with the Safeguarding lead/welfare support officer. It is the role of the Safeguarding lead/Welfare Office to explore with the pupil a range of methods to engage them back into effective learning. The team will meet with the pupil on an individual or group basis and will closely monitor the pupil's progress, working in partnership with class teachers and the Head Teacher.

Head Teacher

Where a social, emotional or family issue is affecting a pupil's work, a referral may be made to the Head Teacher. The Head Teacher can help to sort out work related problems, talk with parents and other agencies. The Head Teacher also targets pupils with significant attendance concerns.

Consultant SpLD specialist

Pupils at the School have access to the services of a consultant SpLD specialist on a regular basis. Services offered directly to pupils and their families include assessment and consultation, counselling and advice in the areas of learning and behaviour, and GCSE Access Arrangements. (Please see the SEND policy).

The Head Teacher works very closely with a range of external networks to further support pupils, including the police, youth services, Local Authority Health Services (including mental health services), external counselling services, Education Business Partnership, Alcohol/Drugs awareness groups.

SANCTIONS

The sensitive use of reprimands and sanctions is an effective means of cutting short, inappropriate behaviours. However, the inappropriate use of reprimands and sanctions can exacerbate or compound a pupils or groups poor behaviour. (Elton Report). Please see Discipline Code Policy for further information.

When imposing sanctions we need to keep the above in mind. It is also important that we remember to:

- Examine the behaviour and not criticise the pupils
- Use private rather than public reprimands wherever possible
- Be consistent when dealing with pupils and when implementing the Behaviour Policy. It is also important that once a sanction has been imposed, the pupil is made aware that the incident is over and they can make a fresh start. It is important to acknowledge that the initial responsibility for dealing with pupils' behaviour will generally rest with the class teacher.

Consequences and Sanctions

Any sanction should be appropriate and it is expected that behaviour will improve as a consequence.

Range of Appropriate Strategies includes:

- sanction in homework planner*
- Discussion with an appropriate member of staff
- Verbal warning
- Event slip (Pink de-merit slip) documenting incident and action
- Note in homework planner
- Letter home
- Parents informed/called in
- Individual staff detention
- School report or subject specific report (Form Tutor/Subject Teacher/Head Teacher)
- Privileges removed
- Community service
- Pupil withdrawn from class
- Pupil withdrawn for a number of lessons
- Fixed term exclusion
- Permanent exclusion

If behaviour involves bullying, we will refer also to our Anti-bullying Policy.

*These may be given by members of staff for reasons such as not completing homework,

forgetting the right books or equipment, poor behaviour or otherwise contravening the School Code of Conduct.

The use of corporal punishment towards all pupils is prohibited; this applies to all who act in 'loco parentis', including volunteers.

Use of detention/Demerit

During a detention or when giving a demerit, strategies that may be used to address a pupil's behaviour or achievement could include;

- Discussion with the pupil.
- Reinforcing expectations for behaviour and/or learning.
- Setting achievable, short term targets.

The content of a detention and the discussions between pupil and teacher will vary according to individual circumstances, but at all times the aim is to allow pupils to address areas of concern and to improve in these same areas. Staff must ensure that details of any incident leading to a detention are recorded appropriately.

DETENTIONS AVAILABLE: 15 minutes

NB Prior notice must be given for a detention that is intended to last longer than 15 minutes.

- Pink demerit slip recording any issue X 5
- Individual Staff Detention 15 - 45 minutes
- Detention 30 - 45 minutes
- Detention 1 hour
- (Late Detention 30 mins)
- Head Teacher Detention

The detention information should be recorded in the pupil's homework planner.

Please make sure that the date and place are clearly recorded.

When the detention is completed remember to sign the detention off

Head Teacher should be notified for their information.

WHAT TO DO IF A PUPIL FAILS TO ATTEND:

Illness or absence from school on the day of the detention

1. The register will need to be checked to see if the pupil has a legitimate reason for absence from the detention.

2. The pupil must have the re-arranged date written in to their homework planner.

If the pupil has been in school but has failed to attend the detention:

a. The Form Tutor should be notified and an alternative time set for the original detention.

b. In addition, the Head Teacher should be informed. Parents may be contacted and a

further detention/sanction may be applied

3. Members of staff responsible for detentions of 30 minutes or more will arrange for parents to be informed of pupils failing to attend these detentions.

BEHAVIOUR AND DISCIPLINE STRUCTURE

STAGE ONE

Class teacher/Tutor

Immediate intervention

In the first instance, pupil misbehaviour, within the classroom, should be dealt with by the classroom teacher, employing a range of strategies and sanctions. Possible strategies could be verbal warning, note in homework diary to parents or moving the pupil within the class. Pupils will progress from this stage only after a range of strategies have been employed. If problem continues then pupil moves to Stage Two.

STAGE TWO

PASTORAL INTERVENTION

If a pupil's behaviour has reached stage two in more than one subject area or has not been resolved, the Head Teacher should intervene and deploy a range of further strategies and sanctions. These could include placing pupils on report for all lessons, use of year detention and interview with parents. Head Teacher should be informed and clear records of all actions kept. If problem continues pupil moves to stage three

Note:

Italia values constructive contact with home. The benefits are usually entirely positive, and generate the feeling that our approach to behaviour is one of collaboration. However, to ensure consistency is maintained and that accurate records are kept, staff are asked to adapt the following guidelines:

- By phone. Please make a brief note of the conversation and the outcome, pass to the office for filing/copying/recording.
- By letter. All written communication to parents should be prepared by the office (i.e. adapting drafts to headed paper, ensuring correct names and address are used and circulating copies as required) please keep in mind that e-mails are a written form of communication and, particularly when writing to parents, their content must be carefully considered.
- Meeting, a record should be kept of any meeting that takes place with parents, and passed to the Head Teacher for information and filed/copied.

STAGE THREE

HEAD TEACHER INTERVENTION

If behavioural problems persist, or for a serious breach of discipline, the Head Teacher will intervene. Possible sanctions should include a report to the Headteacher, removal from lessons and parental interview. A pastoral support programme should be drawn up. Fixed term exclusion may be appropriate with the approval of the Principal. The Principal should be informed of all actions taken and a clear record kept. If problems persist pupil progresses to Stage Four.

STAGE FOUR

SMT/HEADTEACHER INTERVENTION 2

The Headteacher will take direct action when all other stages have been exhausted and a concise and precise record maintained. Intervention could come in the form of fixed term exclusion, internal exclusion and a parental meeting. The Principal will be formally informed.

Permanent exclusion a final option once all other options failed

Exclusion

If a pupil continues to show disregard for the School Code of Conduct and (in most cases) having tried alternative strategies, then it may be necessary to consider exclusion from lessons:

Internal Exclusion- This may take effect if a pupil is disruptive in lessons and makes it difficult for other pupils to learn. Work is undertaken in School, supervised by a senior member of staff.

Temporary Exclusion- This occurs when a pupil has to be removed from the School. This is a serious sanction and following an exclusion parents are asked to come into School with the pupil to discuss further strategies.

Permanent Exclusion- This occurs in exceptional circumstances at the discretion of the Headteacher.

Stage Use of Report Cards in Relation to Stages Suggested action

1 Pupils reaching stage 1:

- Report may be used
- Phone call home
- Individual detention

2 If a pupil shows evidence of persistent and sustained failure to follow the code of conduct and has not responded to support given at stage 1.

- Report
- Phone call/letter home
- Subject Detention

3 If a pupil shows evidence of persistent and sustained failure to follow the code of conduct and has not responded to support given at stage 2.

- Form Tutor report
- Subject Teachers report
- Letter home
- Meeting with parent(s)
- Senior detention

4 If a pupil shows evidence of persistent and sustained failure to follow the code of conduct and has not responded to support given at stage 3.

- Head Teacher report.
- Meeting with parent(s)
- School detention
- Internal/Fixed term exclusion
- Pupil contract

5 If a pupil shows evidence of persistent and sustained failure to follow the code of conduct and has not responded to support given at stage 4.

- Report cards may not be appropriate
- Contact home parent(s) must come for interview.
- Fixed term/Permanent exclusion recommendation made to the Principal
- Alternative action
- Pastoral Support Plan

Appeals process

Parents have the right to appeal against a permanent exclusion. Parents wishing to exercise their right of appeal should write to the Principal within 15 days of being notified, in writing, of the exclusion. The parents must explain the grounds for their appeal in this letter.

The Principal will set up an Appeals Committee which will consist of Principal, Vice Principal and Head Teacher.

The PA to the Principal will set up an Appeals Committee Hearing within 15 days of receiving the request for the appeal.

Each side must provide relevant documents via the PA to the other party at least 5 days before the other hearing. No other evidence must be submitted except at the discretion of the Principal on grounds of fairness.

The parents may have a friend to help and support them and have legal representation if they choose – in which case the Principal may postpone the hearing so that the school may be legally represented as well if this is deemed necessary.

At the hearing the Head Teacher will present the case for exclusion; the parents will then present their case for the appeal. The Committee may ask questions at any time during the proceedings. The Head Teacher then sums up and the parents have the last word.

The Committee considers the matter in private and delivers its opinion in writing as soon as is practicable. Their decision will be binding and final.

The pupil may attend at the discretion of the Principal – depending on the child's age.

The Committee must always consider the greater needs of the School as well as those of the pupil.

Options for the Committee are either to confirm the exclusion, or direct that the pupil be reinstated, in which case the Head teacher will have power to apply a lesser sanction.

This policy will be reviewed once a year