



# **BEHAVIOUR FOR LEARNING POLICY**

## **The Principles:**

1. The Governing Body of the Harris Academy of Bermondsey believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of Academy life is necessary. It seeks to create a caring learning environment in the Academy by:
  - Promoting good behaviour and discipline;
  - Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
  - Ensuring fairness of treatment for all and accepting their differences
  - Encouraging consistency of response to both positive and negative behaviour;
  - Promoting early intervention;
  - Providing a safe environment free from disruption, violence, bullying and any form of harassment; and
  - Encouraging a positive relationship with parents/carers to develop a shared approach to involve them in the implementation of the Academy's policy and associated procedures.

## **Roles and Responsibilities:**

2. The Governing Body will establish, in consultation with the principal, staff and parents, the policy for the promotion of positive behaviour and keep it under review. It will ensure that it is communicated to students and parents/carers, is nondiscriminatory and the expectations are clear. Governors will support the Academy in maintaining high standards of behaviour.
3. The Principal, through the Progress Leaders and Subject Leaders, will be responsible for the implementation and day-to-day management of the behaviour policy and procedures. The principal will provide support for staff faced with challenging behaviour from students.
4. Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the principal on the effectiveness of the policy and procedures. They also have responsibility, with the support of the principal, for creating a high quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.
5. The Governing Body, Principal and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to and appropriately addressed.
6. Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside of the Academy. They will be encouraged to work in partnership with the Academy to assist the Academy in maintaining high standards of behaviour and will have the opportunity to raise any issues arising from the operation of this policy.

7. Students will be expected to take responsibility for their own behaviour and will be made fully aware of the Academy policy, procedure and expectations. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

### **Procedures:**

8. The procedures arising from this policy will be developed by the principal in consultation with the staff. The procedures will make clear to the students how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, students and parents. The procedures will be consistently and fairly applied and promote the idea of personal responsibility and that every member of the Academy has a responsibility towards the whole community.

### **Recognition of Positive Behaviour:**

9. An Academy ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping students to realise that good behaviour is valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups.

### **Sanctions:**

10. Sanctions are needed to respond to inappropriate behaviour. A range of sanctions are clearly defined in the procedures and the consistent use of these will be monitored carefully. The procedures make a clear distinction between the sanctions applied for minor and major offences.

### **Training:**

11. The Governing Body will ensure that appropriate training on all aspects of behaviour management is provided to support the implementation of the policy

### **Interrelationship with other Academy policies:**

12. In order for the behaviour policy to be effective, a clear relationship with other Academy policies, particularly equal opportunities, special educational needs and anti-bullying has been established.

### **Involvement of outside agencies:**

13. The Academy works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all students are met by utilising the range of external support available.

### **Policy monitoring, evaluation and review**

14. Managers at all levels will undertake systematic monitoring and conduct annual reviews of the behaviour management policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. The principal will keep the Academy Governing Body informed of the outcomes of this review.
15. The policy will be reviewed every year by the relevant Governors' Committee in order to make additions, deletions or amendments to the document in the light of both national and local changes. The policy will be promoted and implemented throughout the Academy.

**Based upon guidelines NASUWT/SHA**