



Sharing Behaviour Procedure v1

Approved by the Local Governing Body- prior to 2014

Updated to make reference to the multi-academy trust- Spring 2016

Date for Review- Autumn Term 2016

Introduction

Essa Academy is part of the Essa Foundation Academies Trust.

The Board of Directors has delegated responsibility for curriculum matters to the Local Governing Body.

Each Local Governing Body will develop and approve a Home-Academy Partnership agreement which outlines to parents and students their responsibilities in respect of this policy.

This document should be read in conjunction with the Behaviour Policy which supports this procedure.

Behaviour Principles

- A meaningful Behaviour Policy can only be considered in the context of the Academy's ethos, culture and philosophy. The behaviour of all those who work within the Academy community (students, staff, parents and carers) will reflect the values that are expressed in written policy documents.
- Our practice is based on reinforcing and developing self regulation based on RESPECT:

R OLE MODEL
E QUIPPED
S UPPORT
P RIDE
E TIQUETTE
C OMPASSION
T RUSTWORTHY

- This applies equally to staff as to students as learners. We must model ourselves to the high standards we should expect from our students.
- For Sharing Behaviour to be effective requires substantial and sustained effort and commitment from all staff. We are individually responsible for our own classes and collectively responsible for whole Academy practice.
- Maintaining this effort and commitment is hard work. However, this is still preferable to trying to cope with the consequences and stresses of not doing it.
- The essential core requirement is the quality of learning and teaching taking place within each and every lesson underpinned by the Productive Pedagogies. Therefore, it is also the core of our professional responsibility.
- The standards of quality learning and teaching are made explicit through regular CPD and QA processes.
- Positive Discipline itself is based on ethos and culture of explicit student choice and consequences. The consequence of students choosing to adopt good

attitudes and behaviour must be praise and reward. The consequence of students choosing not to behave as required should be clear and explicit sanctions.

- Students need to be explicitly aware of the expected behaviour of each student.
- Every lesson should have it's own Positive Discipline Routines or Class Behaviour Plan in line with Strand policy and promoted by effective use of the Productive Pedagogies especially those that foster self-regulation and independent learning. Greater emphasis should be put on praising and rewarding the good learning behaviours and the RESPECT model.
- Whole Academy systems need to reflect the same inclusive values of encouraging students by raising their self-esteem through emphasising praise and reward. By making the Academy, and learning spaces, a place where students want to be is the best way of producing outstanding learning and behaviour.
- Attitudes and behaviour outside of the classroom is recognised as a distinct, but again mutually dependent, issue. Many of the same principles apply and there is a clear sense of self-regulation by students.
- For practice to be effective, individual commitment to the collective responsibility is required by all parties.
- Much of the policy for supporting individual difficulties will be based around informal and formal programmes of staff professional development. These should aim at providing mutual support, identifying and sharing good practice, and empowering all staff through devolved authority.
- For the increasing number of students who come to the Academy with complex emotional and behavioural difficulties a more multi-agency 'joined up' approach is required. In turn this requires more 'joined up' shared understanding and accountability for balancing both the 'standards' and the 'inclusion' agendas.
- A developing Academy-Parent Partnership is an essential part of the Behaviour Policy. Without parental support the Academy is likely to be severely limited in helping students to overcome particular difficulties.

Strategies for Sharing Behaviour

Many strategies have been identified which contribute to maintaining high standards of behaviour. Reviews take place of the structure and systems in place for learning and behaviour support. These include:

- An explicit staff development programme aimed at further raising the quality of learning and teaching.
- Reviews of the structures and systems for learning and behaviour support. These include:
 - Special educational needs and /or disabilities (SEND)
 - Role of the team of Learning and Teaching Assistants
 - Multi-agency work including co-ordinating individual student support
 - Social Capital support roles and structures
- Reviewing transition and induction arrangements for students transferring from primary school.
- Developing further a real Academy-Parent Partnership and closer links with the local community.
- Reviewing rewards systems, with a particular emphasis on a whole Academy ethos of celebrating achievement and progress of all students.
- Reviewing systems of sanctions, with an emphasis on effectiveness and manageability.

- Involving and including students more in Academy Self Evaluation, initially through an enhanced role for the Senate, Prefects and Academy Council.
- Lesson observations of all teaching staff with a focus on individual student tracking, positive discipline and rewards.
- The effectiveness of supervision of the appropriate areas as allocated on the duty rota.
- Reviewing policy by the Sharing Behaviour group.
- Each Strand must have a behaviour policy that fits with the Academy Behaviour Policy based on RESPECT.

iPads and Learning

iPads are a vital part of learning within Essa Academy. They are a tool which allows us to ensure 'All Will Succeed'. It must also be remembered that they are a family iPad and as such every family member should have access to the iPad at home. Involving families in the usage of iPads is an important part of the ethos at Essa. For further information please see the Essa Academy Family iPad Programme: Acceptable Use Policy.

Teaching and Learning Supporting Behaviour

'Quality First Teaching' delivered through effective use of our productive pedagogies, well prepared lessons using the iTunesU suggested format and effective assessment, well prepared lessons that are related to prior learning and set clear and relevant objectives are essential;

- The effective use of the Productive Pedagogies, varied learning activities, routines and expectations also impact on behaviour.
- Praise, reward and least intrusive correction need to become routine.
- Pace, challenge and differentiation also need to be in evidence, the latter being a key factor impacting behaviours and engagement.
- Strands should ensure all students are levelled for their cognitive ability.
- Behaviour is LEARN'T, so it will still be necessary to TEACH some students what is required, rather than just expect that they know anyway.

When all the above is in place and has been worked on for some time, some students will still be experiencing difficulties. It is at this point that the Strand Leader/Subject Teacher should consider further consultation with the appropriate parties, so that targeted support can be put in place. Continuing issues with students may result in further action. Possible referrals that may take place:

1. Subject teacher discusses issues/strategies with peers.
2. Subject teacher discusses issues/strategies with TLC leaders.
3. Subject teacher to liaise with Strand Leader.

4. Subject teacher or Strand leader to liaise with Significant Adult.
5. Significant Adult to liaise with Social Capital Leader.
6. Opportunity for work with SEND and possible referrals made at this time.
7. If further action does not impact then referrals to SLT – Social Capital Director.

Monitoring, Evaluation and Review

The Local Governing Body will review this policy at least every two years and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Academy.

REWARDS

Positive feedback to students – praise.

Points award as per attached document on sims.

Strand rewards for achieving good work.

Weekly 'Student of the Week' - rewarded in Assemblies and on TV screens.

100% attendance reward each half term.

Pod top attendance reward each half term.

Top points per students reward each half term.

Annual activities/trips by invitation to reward individual students.

Nominated to become an Academy prefect in Yr10.

Range of awards at Achievements Evening.

R...ole model	→	Hero not zero
E...quipped	→	Right place, right time, right mind
S...upport	→	All in this together
P...ride	→	Look smart - Be smart - Think smart
E...tiquette	→	Manners cost nothing
C...ompassion	→	Sharing is Caring
T...rustworthy	→	You can rely on us

R
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P
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C
T

Rewards

