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Co-op Academy
Grange

Co-op Academy Grange Behaviour Policy

Approved: 12 December 2017
Review Due: December 2020

Co-op Academy Grange

BEHAVIOUR POLICY

Everyone at Co-op Academy Grange will be positive and creative members of society and will fulfil their potential.

We aim to create and sustain a community of which we all feel proud. We will continue to develop an effective climate for learning in which all members of the community have high aspirations, feel safe and secure and respect the rights of everyone. We will actively promote equality amongst all community members. We will be proactive in tackling bullying and dealing with racist or homophobic behaviour and attitudes. We will celebrate students' achievements and reward them for their efforts.

Our Rights:

All member of the school community have:

- The right to learn
- The right to teach
- The right to feel safe and secure
- The right to respect and dignity

Our Responsibilities

All members of the school community have a responsibility:

- To be good role models
- To speak politely and calmly to everyone
- To be punctual, prepared and productive in every lesson
- To treat everyone as we would like to be treated

All members of the school community are expected to display positive behaviour at all times both on the school premises and wherever they are identifiable as being part of the school community.

Developing positive behaviour

We have high expectations of students at Co-op Academy Grange and believe that positive relationships and regular and sustained use of praise and rewards leads to good behaviour and positive attitudes to learning.

Rewards

All staff are encouraged to plan for positive behaviour and attitudes to learning and apply rewards regularly and consistently. There is a range of ways to do this which include:

- Use Co-op Academy Grange Expectations Posters in lessons
- Reward Stamps in planners

- Star ratings for Attitudes to Learning – 4 star certificates and star rating league tables
- Written Praise – postcards / letters / email
- Verbal Praise
- Tutee of the Week
- Trips and activities
- Subject commendations and prizes
- Displays of work - use of plasma screens
- Presentations / celebration events

Interventions and Support

We understand that on occasion, students may not sustain good behaviour and it is always our intention to support students to modify their behaviour. There are a range of strategies and interventions available in order to achieve this:

Classroom Strategies

Where a student is unable to sustain good behaviour or positive attitudes to learning during lessons the class teacher may consider the following strategies:

- Use of warnings system in lessons – behaviour reminder, 1st formal warning, 2nd formal warning and move seats, session call and possible removal to another classroom (letter home to inform parents)
- Negative entry in Progresso
- Breaktime detention (Attitudes to Learning)
- Lunchtime detention (Attitudes to Learning)
- After school detention (Attitudes to Learning - same day 15 minutes no notice to parents, over 15 mins 24 hour notice to parents)
- Contact with Tutor / Home

Subject/Area support

If a student continues to be unable to sustain good behaviour and attitudes to learning within a subject area, Subject leaders and Area directors may consider:

- Departmental withdrawal
- Subject /Area Report
- After school Subject / Area Detention
- Contacting with home / House Team / Pastoral Team
- Move to another group

Whole school support:

Where a student is unable to sustain good behaviour in a number of subject areas or where there is a serious incident which breaches the code of conduct a student may be referred to the school's support teams who may consider the following interventions.

- Tutor Report

- Pastoral Manager Report
- Pastoral Support Programme
- Fixed term exclusion
- Breaktime isolation (Behaviour in unstructured time)
- Lunchtime isolation (Behaviour / Standards – attendance / punctuality / dress code / equipment)
- After school detention (Behaviour Standards – attendance / punctuality / dress code / equipment)
- Isolation Unit – allocated time matched to regularity of session calls or nature / severity of offending behaviour
- Support from the Inclusion team
- Amended timetable
- Referral to Core and/or multi-agency group
- Common Assessment Framework/EHCP application
- Referral to Pupil Referral Unit preventative place
- Referral to alternative activities
- Temporary placement at another school
- Managed Move
- Referral to the Schools Police Officer and referral to outside agencies

Permanent Exclusion

Permanent exclusion is a last resort. The Headteacher may decide to permanently exclude a student for a first “one off” offence. Offences may include:

- serious actual or threatened violence against another pupil or member of staff
- sexual abuse or assault
- supplying an illegal drug
- carrying an offensive weapon

The Headteacher may also decide to permanently exclude a pupil where persistent and defiant misbehaviour continues despite the application of appropriate sanctions and strategies.

These interventions and strategies may be applied to modify behaviour that takes place on the school premises, in an organised school activity and/or where the student is identifiable as a member of the school. They may also be applied where behaviour takes place which could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public and/or could adversely affect the reputation of the school.

Malicious allegations against staff will always be treated very seriously and the full range of interventions and support will be considered including permanent exclusion.